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ABSTRACT

This manual was designed to assist Texas school districts in their efforts to implement Senate Bill (SB) 913 and to serve as a guide for organizing child care programs in the schools. Chapter 1 provides a summary of SB 913, a bill that requires school districts with more than 5,000 students to hold annual public hearings on out-of-school care for children in prekindergarten through 7th grade. The bill also provides funding for child care programs. Chapter 2 offers guidelines on conducting needs assessments and public hearings. Chapter 3 compares advantages of school-operated programs and those operated by outside groups, and lists the provisions to be covered in agreements between school districts and outside groups. Guidance on mobilizing community resources and setting up a new organization is provided. Chapters 4 through 6 focus on budgeting income and expenses, obtaining outside funding, and legal issues. Chapter 7 looks at the child care program, covering objectives, interest centers and other activities, the physical environment, grouping, scheduling, materials and supplies, food, and accreditation. Chapter 8 reviews developmental characteristics and needs of 4- to 12-year-olds. A section on special needs children is included. Chapter 9 discusses personnel and staffing issues and chapter 10 reviews ways of ensuring parent involvement. Finally, chapter 11 describes model programs illustrating a variety of approaches to school-age child care. A 44-item bibliography, a list of resources, and additional information on SB 913 are appended. (AC)

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STRATEGIES

for

SCHOOL-AGE CHILD CARE

in Texas

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CCDF was created in 1979 as a private-public partnership by the Levi Strauss Foundation and the Texas Department of Human Services. It has been identified by the President's Task Force on Private Sector Initiatives, the U.S. Congress and the Governor's Office, as a model for other organizations to emulate.

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Foreword

Schools are mirrors of the issues in society. It is in the schools where we can see, through our children, the impact of changes in the world around us. These changes can be wonderful — such as the addition of technology to the learning environment. These changes can be detrimental to learning and development of children and their futures, as are the increased incidences of crime and gang violence.

As a center of activity in communities, our schools have become the instruments for change and problem solving. We look to schools to accept the challenge of responding to those societal pressures which impact learning. Senate Bill 913, passed in the 71st Legislature, recognizes public schools as a responsible leader in solving one of these problems — the need for school-age child care during non-school hours.

School districts with more than 5000 students and who do not meet requirements are required to hold two public hearings each year to assess the school age child care needs and availability of services for students sixth grade and younger. The Corporate Child Development Fund is committed to assisting schools with this significant task. As the contractor for the Dependent Care Block Grant we offer our expertise, our resources, and technical assistance. This handbook contains recommendations for holding public hearings and accessing available funds. It also serves as a guide for organizing child-care programs in the schools including budgets, legal issues, personnel concerns, and a wide range of curriculum options. The handbook also contains a chapter on existing programs which can serve as models for new programs. In addition, the handbook contains a summary of SB 913 with interpretations and implementating regulations for the School Child Care Services Fund.

The Board and Staff of Corporate Child Development Fund would like to thank the many wonderful advocates who have understood the needs of children in Texas and made it possible through their diligent efforts to expand the opportunities for school-age child care in our state. We wish to recognize the many contributions of the model programs and pioneers who began their programs long before they were mandated. We recognize the challenges facing school districts with new and emerging programs and offer our support. We look to the Texas Association for School-Age Care for leadership in developing this unique facet of child care. We offer special thanks to Senator Gonzalo Barrientos for his initiative in authoring SB 913 and to Eddie Fariss from the Texas Department for Community Affairs for his work in implementing the bill.

Introduction

In one Austin school, children leave their classrooms at the end of the school day and go to the school cafeteria, where adults from a private non-profit agency have set up interest centers for indoor play and work. Across the city, children go to classrooms, the gymnasium and the cafeteria for their after-school activities, all of which are supervised by the school principal.

In Temple, almost half the students in a magnet school for at-risk third-, fourth-, and fifth-grade students participate in an extended-day program run as a pilot project by the school district.

In San Antonio and Houston, Dallas and Fort Worth, McAllen and Uvalde, Amarillo, El Paso and Pilot Point, organizations such as YMCAs and YWCAs, Camp Fire and Parks and Recreation Departments, private non-profit and private for-profit groups, religious organizations, and school districts are all in the business of providing supervised activities for school-age children in their out-of-school hours. These programs are taking place in school facilities, in community centers and at the Y's, in churches, private child-care centers, and in homes. A diverse group of individuals is looking at the needs of children when they are not at school and finding creative ways of meeting the needs.

Not many years ago, school-age child care was an oddity. Children in school did not have lobbyists to point out their need for attention and supervision during after-school hours. Communities looked the other way while these children went home after school to let themselves into an empty house where they spent their afternoons alone watching television or taking care of younger siblings. Perhaps they roamed the neighborhoods exposed to the risk of accidents, violence, and exploitation. Eventually, the issue of where children went after school pressed against the conscience of many communities that responded with innovative programs. As a result, most large cities and many smaller ones are now actively working to provide school-age child care.

Even as they talk about solutions, the problem is growing more urgent. By 1995,an estimated four out of every five mothers with school-age children will work away from home and not be available for their children before school, after school, and on non-school days. Even though child care may be available, the family may not be able to afford it, or may not be eligible to participate in the program.

The effects of unsupervised or under-supervised children are far-reaching and touch every facet of a community.

For parents, it can mean worry about children who are at home alone before and after school and on holidays. This worry creates inefficiency and other problems at work as parents stop work each afternoon to call their children. Parents may often deal with feelings of guilt and frustration about not being able to make better or different arrangements for their children. Frequently society reinforces these feelings by open or implied criticism of care arrangements or the lack of them.

Communities that fail to provide adequate, accessible arrangements for supervision may feel the impact in many ways. Authorities may have to respond to more incidences of delinquent behavior and vandalism, and more deliberately or accidentally set fires. Social service agencies may have to deal with higher teen pregnancy rates and more reported cases of suspected child abuse and neglect.

In schools, teachers find themselves trying to teach children who come to class unprepared and who may also be hungry, sleepy or sick. Many administrators find children on the campus before staff arrives early in the morning. These same children and others are frequently still on campus long after the school day is over.

The most serious impact is on the children. As mentioned earlier, they are at high risk for problems of delinquency, abuse, and academic failure. Many of them spend the afternoon watching television programs, which may be violent in nature and which, regardless of their appropriateness, prevent social interaction with other children or significant adults. Locked inside their homes or apartments, they often experience fear and apprehension. Having no one to care for them, they are subject to home accidents such as falls and burns. Even if they can care for themselves adequately, they are missing opportunities for growth and enrichment which come with participation in organized programs on a regular basis.

In the past, communities have asked whether the need for school-age child care existed. That is no longer the case.

The questions no longer are: "Do school-age children need care?" or "Should we provide school-age child care?"

The questions now are: "How will we provide school-age child-care programs?" "Where will we house a program?" "Who will be responsible for operating it?" "What is the role of the school to be?" "How will the community support the program?"

In 1989 the 71st Texas Legislature addressed the tough issues surrounding the latchkey problem in the state. Senate Bill 913 requires school districts with student membership of more than 5,000 to hold public hearings annually to consider the need for and availability of out-of-school care for children in pre-kindergarten through grade seven. The bill also established funding for programs through the state School Child Care Services Fund.

Passage of this bill is a clear indication of the magnitude of the problem and the determination on the part of many Texans to help change the future for our children. The complete text of Senate Bill 913 and the implementing regulations for the School Child Care Services Fund appear in the Appendices.

The Texas Department of Community Affairs (TDCA) oversees implementation of the bill (which is now part of Chapter 21 of the Texas Education Code), including administration of the School Child Care Services Fund. In addition to this program, TDCA also administers the Dependent Care Development Block Grant Program, a federal program that provides start-up funds for the establishment, expansion or improvement of not only school-age child care but also dependent care information and referral programs.

TDCA has contracted with the Corporate Child Development Fund (CCDF) to provide training and technical assistance to school districts implementing SB 913 and to those districts and organizations using the federal Dependent Care funds and the state School Child Care Services Fund. CCDF is a private, non-profit corporation whose goal is to support programs for families and children statewide.

This manual is written to assist school districts in their efforts to implement SB 913. However, the information applies to any organization establishing or already involved in school-age child care.

CHAPTER 1

Summary

SENATE BILL 913

Senate Bill 913 encourages communities to focus attention on the needs of school-age children. It was passed into law in 1989 and incorporated into Chapter 21 of the Texas Education Code. (See the complete text of the law in Appendix I.)

The law requires that school districts hold at least two public hearings each year to consider whether school-age child care is needed and available. The law applies only to school districts that 1) have a student membership of more than 5,000 on September 1 of a scholastic year, and 2) do not provide school-age child care before and after the school day and during school holidays and vacations.

A school district is exempt if it provides care both before and after the school day and on days when school is not in session. Note that the law does not stipulate the number of schools or campuses at which the care must be available; child care may take place on only one campus or in only one location. A school district providing only after-school care for one or more schools must hold public hearings annually if care is not also provided before school and on days when school is not in session.

A district that provides school facilities for a school-age program but contracts with another organization to provide the program meets the requirements of this law if other requirements are met.

Districts must publicize hearings in compliance with the Open Meetings Act. The hearings must occur before the start of the school year every year the district does not meet all requirements.

The law also establishes the School Child Care Services Fund to assist school districts with the costs of implementing school-age child care. Funding is based upon the payroll tax savings accruing to the state as a result of state employees' participation in the dependent care services portion of the state's cafeteria benefits plan.

Funds may be used for planning, development, establishment, expansion or improvement of child-care services as well as reasonable start-up costs. In addition, funds may be used to cover all or part of the fees charged for providing services to students identified as potential dropouts by Texas Education Agency criteria.

The implementing regulation for the School Child Care Services Fund appears in Appendix II.

To assist school districts in implementing the law, the Texas Department of Community Affairs will distribute information to districts by May 1 of each year. The information will be distributed through the Corporate Child Development Fund for Texas, which is based in Austin. Updated information will go automatically to each school district with 5,000 or more students and to any district whose student population has grown to 5,000 or more since the previous May 1. Information will be sent by request to other districts, Education Service Centers, organizations, and individuals.

CHAPTER 2

Getting Started

Assessing the Needs

In establishing school-age child care, an organization must first assess the need. The questions may include:

- Do school-age children have adequate care?
- Is the care available at times when it is needed?
- Can families with limited income afford it?
- Is the care accessible, or do families need transportation?

Surveys

An organization can find answers to these questions by sending a survey through the schools to parents. The survey can be quite simple. A cover letter should explain the survey's purpose, which group is conducting the survey, and the name and telephone number of a contact person. It should also contain a disclaimer that the survey does not offer or guarantee school-age care and that returning the questionnaire will not guarantee space in any future program.

The questionnaire itself should be brief. Basically, it should ask about the number, ages, and grades of children in the family, parent's interest in school-age care, parent's willingness and ability to pay, and times when care is needed. If the community population warrants it, the survey letter and questionnaire should be bilingual. See the Appendices for samples.

Surveys sent through the schools have the best response rate if parents are given a deadline of only a day or two after the survey is sent home. The longer a survey stays out, the less likely parents will return it. Teachers can encourage the return by offering a simple reward, such as a sticker, to children who bring the questionnaires back by the deadline.

Additional Surveys

A school board may need to conduct a space utilization survey to identify under-utilized facilities appropriate for school-age care.

PUBLIC HEARINGS

As required in Senate Bill 913 (summarized in Chapter 1), each school district with more than 5,000 students must hold two public hearings if all requirements for provision of school-age child care are not met.

School boards and school district administrators responsible for implementing this part of the bill may want to survey parents prior to a hearing by using a letter and questionnaire similar to the samples shown in the Appendices. Information returned on such surveys, combined with the results of the public hearings, will provide support for the decisions made about school-age care.

Publicizing the Hearings

The public hearings must comply with the Open Meetings Act, which requires notice to be posted at least 72 hours in advance. Section 3A.(e), Article 6252-17 of the Open Meetings Act, states: "A school district shall have a notice posted on a bulletin board located at a place convenient to the public in its central administrative office and shall give notice by telephone or telegraph to any news media requesting such notice and consenting to pay any and all expenses incurred by the school district in providing special notice." A hearing may also be publicized through community organizations and agencies.

Format for Hearings

The format for the hearings can be similar to that used in budget hearings, and can be either formal or informal, as desired by the school board. A board quorum is not necessary for the hearing to meet the requirements of the bill. The purpose of the hearing is to give the public an opportunity to express the need for before- and after-school child care. To ensure the public that opportunity, the hearings should take place at a time when working parents, who are the most impacted, can attend.

A more extensive community assessment and public hearing appears in the manual entitled, "What Do I Do Until You Get Home?", published by Private Sector Initiatives of Houston and available from the Corporate Child Development Fund.

Co-hosted Hearings

The school board may want to invite representatives of funding entities, such as local governments or the local United Way, to co-host the public hearings. Co-hosting will give those entities first-hand information about needs and interests in school-age child-care and help them prepare for future funding requests.

Results of Hearings

The law does not mandate that school districts provide school-age child care. The law requires only that a district hold public hearings. If a public hearing indicates the need for child-care services, the school district may still choose not to become involved in providing care.

Additionally, the law does not specify consequences for school districts that do not meet the requirements for public hearings. The belief is that school districts are concerned about children's welfare and will act in a manner consistent with that concern.

CHAPTER 3

Organizing for Action

If the results of the survey, needs assessment and public hearings indicate the need for school-age child care, the school district may wish to appoint a task force to investigate child-care options and recommend actions. The task force should include school district representatives, such as a school board member, a principal, and key elementary school teachers as well as a school counselor and school nurse. The task force should also include representatives from the child-care community, such as a day care director who offers child care for school-age children, a family day home operator, and perhaps a college child development instructor. Most important, however, the task force should include parents whose children need care during non-school hours.

Quality Control

At the outset, the task force must address quality control. The group must clearly state its expectations for developmentally appropriate activities, an enriching environment, and top-notch staff. These expectations should pervade the group's planning and recommendations.

The task force will look at who could establish and operate the program and where the program could be housed.

Who Will Provide the Program?

Campus-Based Programs Operated by the School

The school district may decide to provide school-age child care using its own staff and facilities. The advantages of the school providing its own program are:

1. The principal or the principal's designee maintains complete control of all aspects of the program.

2. The program may use school resources, including space, personnel and supplies.

3. The program can fit easily into the scheduling of facilities.

4. Personal injury liability issues are covered by the Law of Sovereign Immunity, which applies to all school functions.

5. Communication between program and school staff are easy to handle.

Establishing Standards

If the program is a function of the school (that is, the staff is paid by the school), planners bear the responsibility for establishing standards of quality appropriate for the school-age child in the non-academic environment.

It is important for the administrators and teachers to be sensitive to the differences between what children need during the after-school leisure-time hours and what they need academically during the school day.

Planners should be familiar with children's developmental needs and know what activities are developmentally appropriate. It is also important to recognize that classroom behavior is not the norm in the recreational and enrichment setting of the school-age child-care program.

Campus-Based Programs Operated by Outside Groups

The school district may decide to contract with a community organization to provide the child-care program. Some advantages in contracting with a non-school entity are:

1.The contracting entity handles all details, including budget, staff, resources, supplies and problems.

2. The program staff handle all administrative work, including enrollment, record-keeping and fee collection.

3. School personnel are relieved of the bulk of responsibility for being available and on-site during the entire program day.

4. Expenses for the program are the responsibility of the contractor.

5.Responsibility for personal injury liability may be assigned to the program rather than the school.

When a school contracts with a community organization to provide the program, the two parties should have a written agreement to cover the following areas:

1. Building use fee: The school board may decide to charge a fee for use of the facility and utilities. The fee may be determined on a per child/per month basis, a per square feet for space used arrangement, an hourly basis, or a percentage of the fee charged to the parents.

Many schools do not charge a fee, choosing to make an in-kind contribution of space and utilities to the program. By not charging a building use fee, the school enables the contracting organization to charge a lower tuition fee, making it possible for more children from low-income families to participate. Some districts ask only that custodial services be paid.

2. Space allocations: State licensing standards require 30 square feet of space per child indoors. Since a program provided by a non-school entity will be licensed, the school must make this amount of space available to the program. No other group may use the space at the same time the school-age child-care program is using it.

The ideal space for the program is empty classrooms—that is, those not used during the school day. Teachers frequently leave materials and student projects in their classrooms, and children in the after-school program often cannot refrain from touching or using the materials. If no unused classrooms are available, a cafeteria offers an acceptable space. The contracting agency should reach an agreement with the school about moving and replacing the cafeteria tables and chairs. Since tables and chairs are essential to children's comfort and the quality of the program, any space that cannot accommodate appropriate furniture will not work.

3. Unavailability of assigned space: On the occasions when school scheduling (such as testing or meetings) pre-empts the school-age program, appropriate alternative space must be provided for the after-school program. The contracting agency and the school should determine in advance which space will be used on these occasions.

4. Boundaries: The school-age child-care program staff must know what the boundaries are, where the children may and may not go both indoors and outdoors, and which equipment they may use.

5. Storage: If storage closets or cabinets are not available for use by the child-care program, space for moveable storage cabinets can be provided. Metal supply cabinets that lock may be purchased from an office supply company. The cost may be absorbed by the school, the child-care program, or both, according to their agreement.

6. Facility maintenance: The contracting agency and the school must have a clear understanding of what responsibility for building maintenance belongs to program staff and what falls under school custodian's duties. Many schools include custodial help as an in-kind contribution to the program. Some programs pay for the custodial help, while some program staff do the bulk of the cleaning themselves. In the latter case, an agreement should specify exactly how the program space is to be left at the end of the program day. Even when the school provides in-kind custodial services, the program staff must have written expectations for the surface cleaning and putting away materials at the end of their day.

7. The role of the principal: School-age program staff should know how much direct involvement the principal wants with the program. Unless requested by the principal, for example, program staff should not send children to the school office for discipline. If, however, staff encounters serious problems with children or parents, the principal should be informed.

8. Liability: Liability issues include both property liability and personal injury liability. In the matter of property liability, a written agreement will spell out requirements for replacement and repair of property damaged by the program. The agreement may place a limit on the total dollar amount an organization is required to pay for damages, with the school absorbing any cost over that figure. The agreement also should cover how the damage is taken care of—that is, whether the program arranges the repairs or whether the school takes care of repair and bills the program. Most schools choose the latter method.

Personal injury liability is not a requirement for providers of child care. However, the school may want to make this a condition for the organization providing the program. If so, the school should receive assurance that the non-school entity is adequately covered by a policy that has a minimum of exclusionary clauses. The section titled "Legal Issues" more completely addresses liability concerns.

The school also should be sure that the contractor carries worker's compensation insurance on its staff and accident insurance to cover the children.

9. Communications: The contractor and school should agree on how information will flow between them. As a rule, the program's on-site director serves as the primary liaison for the organization. The principal of an individual school may want to appoint a member of the school staff as liaison for the school. Communication between the organization and school administration at a higher level should be done exclusively by the on-site director or, in the case of a multi-facility program, the organization's program director or executive director.

An agreement should also include:

the length of time for which the agreement is made—not less than two years, in order to provide sufficient time for the program to become established;

a "quiet enjoyment" clause, which ensures the program will not interfere with instructional objectives of the school; and

a non-discrimination clause.

The parties may draw up a contract in addition to an agreement, or they may use a contract containing the above provisions instead of an agreement. A contract is particularly important when a school wishes to retain control over some of the day-to-day operations of the program. The contract may need to spell out the role of school personnel, responsibility for hiring of program staff, oversight of the program or portions of the program, and use of school equipment.

Other Options

The need for school-age child care may be so urgent that a school district will look at its traditional structure and schedule in a new light. Why does school adjourn during the summer? Why does the school day end in early or mid-afternoon? Recognizing that Texas long ago moved from an agricultural to an industrial economy and that most parents don't get home until 6 p.m., schools may choose to extend the school day and the school year.

In fact, the State Board of Education, in its Long-Range Plan for 1991-95, encourages school districts to use innovative scheduling as part of the goal to improve curriculum and programs. The Conroe Independent School District, for example, offers a voluntary year-round calendar for students from kindergarten through sixth grade. Administrators report positive results such as better retention of learning between grades, decrease in student discipline problems, improved attendance, and less teacher burnout.

A school district can support the concept of school-age child care without actually providing the school facility for the program. As one option, the district can make school transportation available for children going to after-school programs at other locations. House Bill 606, passed by the 71st Legislature, requires school districts' transportation routes to include delivery, on request, to after-school sites. The district may charge a fee for this service, but districts are not required to add routes to accommodate after-school programs.

As another option, a school may sponsor a program at a nearby location rather than in the school facility. This option may be reasonable for a school with limited physical facilities but a strong commitment to providing services.

Mobilizing Resources

To mobilize resources, a school board may pass a resolution to support school-age child care. A resolution will help the community see school-age child care as a legitimate part of the school program and free it from the personal preferences of individual campus administrators. It may also help achieve support in areas where the level of sophistication and organizational ability of parents is not as strong as it may be elsewhere. A school board resolution may or may not include general guidelines for operation of programs.

In an in-school setting, support from the principal, faculty, and staff can mean the difference between success and failure of the program. When a non-school entity provides the program, the relationship between the school and that organization is crucial. Representatives from some level of the school district should serve on the organization's board of directors. This representation lends credibility to the program, creates a vehicle for the school to have input into the program, and facilitates communication between the school and the program.

Community input into planning for the program can come from social service agencies, advocacy groups, parent-teacher groups, and agencies serving children and their families. Assistance in building a funding base can come from local businesses, government agencies, corporations, foundations, and civic groups.

SETTING UP A

New Organization

A school district that is providing the school-age program will already have the basic organization in place and will only need to set up a structure for the new program. However, a task force or group assuming responsibility for developing the school-age child-care program may not be connected to an established organization, agency or business. If so, the group has several options to consider.

Non-profit Corporation

A group seeking non-profit status will need to incorporate and, if appropriate, apply for tax-exempt status. Contact the office of the Secretary of State in Austin at (512) 463-5555 to apply for incorporation. When the organization has been incorporated, application may be made for tax-exempt status to the Internal Revenue Service. Contact the closest regional IRS office and request Form 1023. You may also request Publication 557, "How To Apply For Tax Exempt Status For Your Organization," which offers additional information. Child-care programs applying for tax-exempt status must be open to the general public, and substantially all care provided must be for the purpose of allowing parents to be gainfully employed.

Most federal funding is available only to nonprofit organizations.

Private For-Profit Business

The organizing group may determine that the needs of the community can best be served through the private sector. If so, the group may either establish a private for-profit business or negotiate with an existing child-care center or chain for the services.

Church or Synagogue-Affiliated Service

Many churches and synagogues can provide school-age child-care services, that includes space for the program and the organizational structure to manage the project. This is particularly true of a church that already provides child-care for preschool children.

Family Day Homes

In some communities, the most viable option is to use existing family day homes or negotiate with interested individuals for establishing a network of home-based programs. The local Department of Human Services maintains lists of registered and licensed homes, arranged in ZIP code order.

The Office for Children of Fairfax County, Virginia, has established an innovative program in which family day homes cooperate in caring for older children. Write for "Introduction to the Family Day Care Check-In Program" to Fairfax County Office for Children, 11212 Waples Mill Rd., Fairfax, VA 22030.

ORGANIZATIONAL STRUCTURE

An organizational structure sets out lines of accountability and authority. A nonprofit agency will be governed by a board of directors, which should have representation from the community, including parents whose children take part in the program. Other representatives should include people with expertise in such fields as law, education, health and finance.

The group organizing the program will establish a program philosophy, outline the scope of authority of the person or group responsible for the program, and decide on managerial functions. The managerial group or person will hire a director, prepare or approve a budget, and participate in fundraising. This group or person will also participate with staff in establishing policies and procedures.

If the program is a non-school function and required to be licensed or registered, some policies will be determined by state licensing law. Contact the local Department of Human Services for a copy of "Minimum Standards for Day Care Centers," which outlines all licensing requirements.

Policies & Procedures

The best policies are few and simple, yet broad and uniformly in line with the program's goals and philosophy. The policies should be easy to justify, based on sound reasons, and not made arbitrarily. Once made, they should be adhered to until they are officially changed.

Procedures are always in written form, clearly stated and made available to all employees of the organization. They are often combined into an operating manual, along with personnel policies. They should be reviewed regularly and changed as necessary for the smooth functioning of the program.

CHAPTER 4

Budgeting

Every school board worries whether the district will have enough funds to cover its regular budget, to say nothing of finding money for a new program. Unlike other programs, however, the majority of funding for child care can come from parent fees. In addition, many school districts have found that they can create high quality programs through collaboration with business and community agencies, grants, and volunteers.

As a first step, the task force will draft a budget, or a plan of expected income and expenses. The task force will work closely with the school district finance committee to clearly understand the district's overall budget and learn in advance about projected cuts or shortfalls.

New programs will involve certain "start-up" costs, that will be separate from the ongoing budget.

$tart-up Cost$

Start-up costs generally include:

$ any space modifications or renovations that may be required,

$ purchase of equipment and supplies,

$ salaries for those involved in the planning and start-up process,

$ materials for the initial period of operation, and

$ funds enough for the first six months of operation to cover supplies and materials, food, administrative costs, and, when applicable, rent and utilities.

It generally takes six to seven months for a new program to be fully enrolled, so enough money must be budgeted to cover costs in the interim. All similar one-time costs likely to occur as a result of beginning a new program can be included in the start-up budget.

Apart from the start-up costs, an ongoing operating budget reflects the projected income and expenses for a stabilized program.

Income

An ongoing budget will include income from a variety of sources.

✚ **Fees from parents**, including registration fees or deposits. Parent fees include flat fees, in which all parents pay the same rate; a sliding fee scale, in which parents pay according to ability; and scholarships, with some parents being offered lower or no tuition. Some programs combine all three methods of parent fee schedules. Income from sources other than parent fees may be required in order to serve low-income families.

When setting fees, planners should give attention to the needs of the community. If the program will serve a community where most families can afford a full fee or where other programs serve low-income families, a flat fee structure may be sufficient. However, if low-income families have limited options for care, planners should try to find funding sources that will permit a sliding fee scale. If most families can pay the full fee, a scholarship program might be sufficient to assist the few families needing help.

✚ **Funds from government sources.** These include federal Dependent Care Development funds, the School Child Care Services Fund, and reimbursement for food through the USDA Child Care Food Program. Funds are frequently available through city and county human services divisions. Another potential source is the Children's Trust Fund, which grants money to child abuse prevention programs.

✚ **Donations** from school-related groups such as parent-teacher organizations and booster clubs, individuals, churches, synagogues, community and civic organizations.

✚ **United Way money.**

✚ **Private sector monies** from foundations, corporations, and private businesses.

Expenses

The expense column of the budget will include:

- **Staff costs**, which usually run from 75 to 90 percent of a general operating budget. Staff will consist of teachers, aides, and perhaps an extra cafeteria or custodial worker. Staff costs include worker's compensation insurance, unemployment insurance, FICA, training time or expenses, and benefits such as medical insurance or retirement. Some child-care agencies provide a discount for employees whose children enroll in the program. If this is the policy, the discount counts as an expense.

- **Supplies**, including food. Estimate expendable supplies, such as paper, glue, and crayons as well as permanent supplies such as scissors, games, toys, and dramatic play equipment. Other supplies will include teaching materials, first aid supplies, cleaning items, and office supplies.

- **Equipment** such as storage cabinets, telephone, furniture, and permanent sports or playground equipment.

- **Administrative costs.** These costs include rent and utilities, taxes (if applicable), maintenance and repair, insurance premiums, interest on mortgage (if applicable), public relations or marketing expenses, printing/copying, recruitment costs, postage, professional memberships, bank charges, uncollected accounts, state licensing fees (if applicable), and transportation costs (vehicle payment, vehicle upkeep, gasoline, mileage reimbursement to staff).

Budget Tips

When developing a budget, it may help to overestimate expenses and underestimate income. This practice leaves a comfortable margin for error. It also is wise to remember that many items and activities have hidden administrative costs. Planners should anticipate all the steps involved in every activity or process so that the budget will be as complete as possible.

Above all, planners should not skimp on personnel costs. The quality of the program depends on the skills and abilities of the adults who care for the children. Saving money on salaries and benefits can have long-range negative effects on the program, including high staff turnover.

Sample budget forms appear in the appendix.

CHAPTER 5

Funding

GOVERNMENT FUNDING

While most school-age child-care programs depend on parent fees to provide the majority of their income, the school district may need to expand its funding for child care and look for a variety of ways to meet financial needs. Programs that serve a large number of low-income families rely heavily on outside funding.

In some large school districts, the central administrative office has staff who have experience and knowledge in soliciting grants from outside sources. If not, the program should designate a person or committee to research funding sources and obtain training in writing proposals.

Dependent Care Development Block Grant Program

One of the largest federal programs available to school-age child care is the Dependent Care Development Block Grant Program. Since 1984 this program has made money available for states to use in developing two kinds of services: 1) school-age child-care programs, and 2) dependent care information and referral programs.

Funds may be used to plan new programs or to expand existing ones and, beginning with the 1991 grants, for operating expenses at the discretion of the state administering agency.

No funds can be used for construction. Each state has the option of either administering its own programs or allocating funds to community organizations. In Texas, eligible applicants apply for grant money through the Texas Department of Community Affairs. The implementing regulations for this program appear in Appendix III.

School Child Care Services Fund

The School Child Care Services Fund, also administered by the Texas Department of Community Affairs, was established by the Texas Legislature in 1989. This program makes funds available to school districts for planning, development, establishment, expansion or improvement of child-care services, for reasonable start-up costs, and for limited subsidies for children designated as at-risk according to the Texas Education Agency's definition. The implementing regulation for these funds appears in Appendix II.

Acquiring Funds

To apply for funds from the two sources above, organizations must participate in a statewide competitive Request for Proposal (RFP) process. Eligible applicants for the federal funds include public entities, such as school districts, local government, and regional councils and private non-profit entities. Eligible applicants for the School Child Care Services Fund are restricted to school districts. School districts may subcontract with either for-profit or not-for-profit organizations to operate child-care programs. The RFP generally goes out in August, and contracts usually begin in October or November.

For Information

about grants administered by the Texas Department of Community Affairs, and to be included on the Request for Proposal mailing list for those grants, contact:

Texas Department of Community Affairs
Attention: Eddie Fariss
P.O. Box 13166, Capital Station
Austin, TX 78711-3166

or call

(512) 475-3897

or

fill out the form at the back of this manual and return it as directed.

Children's Trust Fund of Texas

The Children's Trust Fund of Texas, which was established by the Texas Legislature in 1985, supports efforts to prevent child abuse and neglect. For information, write:

Children's Trust Fund of Texas
8140 MoPac Blvd.
Building 4, Suite 200
Austin, TX 78759
Attention: Sue Marshall

Telephone inquiries are accepted at (512) 345-9218.

Other Government Funding

Carl Perkins Fund, administered by the Texas Education Agency, consists of federal and state vocational education funding. Portions of the money can be used for child care. Call Dan Bristow , (512) 463-9311.

Dropout prevention programs, funded by the U.S. Department of Education, frequently offers grants to after-school programs.

Drug-Free Schools and Communities Federal Activities Grants Program, also administered by the U.S. Department of Education, offers funding. For information contact Gail Beaumont, Drug-Free Schools and Communities Staff, U.S. Department of Education, 400 Mayland Avenue, SW, Room 2135, Washington, DC 20202-6439, telephone (202) 401-3463.

Title XX funds, part of the Social Services Block Grant administered through the Department of Human Services, assists facilities in which a majority of children are from families who fall below the federal poverty guidelines.

The new **Family Support Act** provides the means for eligible families to select child-care services paid for by the Department of Human Services through Child Care Management Services contractors.

For information about the two programs above, call the state office of the Department of Human Services, Client Self-Support Division, (512) 450-4140.

The Child Care Food Program, administered through the Department of Human Services using U.S. Department of Agriculture funds, reimburses qualifying programs for children's snacks and meals. For information, contact a local or regional DHS office, Family Self-Support Division.

The Summer Food Service Program provides free meals to individuals through age 18. For information contact Wayland Pate at the Texas Association of Community Agencies, (512) 962-2555 or the Department of Human Services (512) 929-7330 ext. 250.

The federal Office for Substance Abuse Prevention (OSAP) has grant money available for a number of demonstration programs, including those for high-risk youth and community partnerships. For more information, call the National Clearinghouse for Alcohol and Drug Information at (301) 468-2600.

Texas ACTION Drug Alliance grants can be used for expanding or developing programs that address specific issues in drug prevention education activities for youth. Contact the Texas ACTION State Office, 611 East Sixth St., Suite 404, Austin, TX 78701-3747, telephone (512)482-5671.

Texas Commission on Alcohol and Drug Abuse (TCADA) awards grants for programs with drug education components. For information, write TCADA, 720 Brazos, Suite 403, Austin, X 78701-2506, telephone (512) 867-8700.

State or local agencies with concerns in specific areas such as teen-age parenting, gang prevention, special education, or working with homeless children frequently have grant funds available.

Other agencies with grant programs are:

National Clearinghouse for Alcohol & Drug Information
P.O. Box 2345
Rockville, MD 20852
(301) 468-2600

National Institute on Drug Abuse
Grants Management Branch
Parklawn Building, Room 8A-54
5600 Fishers Lane
Rockville, MD 20857
(301) 443-6710

Local Government Funds

City and county governments may have funds available for certain aspects of school-age child care. For example, a county government may have funds that will support a program in a rural area or an area where no other school-age programs exist. Contact the human resources divisions of local governments about funds and how to apply for them.

The Private Sector

The private sector consists of non-governmental funding sources such as foundations, corporations, community organizations and individual contributors.

School-Related Organizations

In many schools, parent-teacher organizations and booster clubs conduct fundraising drives every year to support school activities. These groups may be persuaded to direct some of their efforts to raising money for the child-care program.

In addition, schools often have volunteers who work as classroom aides, librarians, and in other positions. Some of these volunteers, who are often parents or other citizens in the community, may be recruited to work in the child-care program.

Fundraising events such as carnivals and art auctions have been highly successful for some communities, but they require enormous amounts of time to organize and carry out. Unless a school has access to a fleet of skilled and committed volunteers, the program might well concentrate on other funding sources.

Fundraising may include ambitious projects such as selling holiday cards with children's artwork, cookbooks of favorite family recipes, or T-shirts. Art auctions, galas, and golf tournaments are popular with some segments of the community, while walk-a-thons, garage sales, and raffles have broader appeal. Businesses such as restaurants may donate a percentage of their proceeds on a certain day or match contributions by employees. Home tours at holiday times, book fairs, and presentations by experts in various fields or celebrity guests are other possibilities.

Public libraries generally have foundation reference collections that contain these important resources:

The Foundation Directory, published by the Foundation Center.

The Foundation Grants Index, published by the Foundation Center.

The Directory of Texas Foundations, published by the Texas Foundations Research Center.

The Guide to Texas Foundations, published by the Southern Resource Center.

The Foundation Center acts as a clearinghouse and can be reached by calling 1-800-424-9836.

After identifying key foundations that support child care, the fundraising officer and designated school board members should make personal contact with foundation staff. Personal contact often gives foundation staff a better understanding of who they are dealing with and helps the school learn how to tailor a proposal effectively.

All foundations require written proposals, and some have a specific form or outline for use by the group applying for grant money. The information required by most includes:

name and location of the school requesting funds, or name and purpose of the organization;

who will benefit from the program and why their needs are important;

what makes the school or organization qualified to do what it wants to do;

a timeline spelling out critical events that will occur month to month as the program is established;

how and when the money will be used;

what percentage of the budget is requested from the foundation;

how other funds will be raised; and

how the school or organization plans to obtain continued funding past the start-up phase.

Proposals should be clear and concise, giving a vivid picture of the proposed program and plan of action.

Corporate Assistance

Business and corporate assistance to schools takes many forms, including adopt-a-school, Communities in Schools, and formal business-school partnerships such as GLOBE (Greater Longview Organization for Business and Education) in Longview, Texas. Local assistance ranges from buying advertisements in school football programs to contributing ice cream for back-to-school nights to buying computers in return for supermarket receipts. Any fundraising effort should carefully assess any corporate or business assistance the district currently receives, noting which businesses are most supportive and which may have been overlooked.

In approaching employers about supporting school-age child care, planners may suggest the following options:

Some corporations and businesses that provide on-site care for preschool children may be willing to consider expanding a program to include school-age children.

A corporation may assist employees by paying a portion of their child-care fees at a program located in a school facility or at another site. This assistance can be part of a "cafeteria" benefits package, in which the corporation pays all or a portion of the fees with pre-tax dollars, and the parent selects a child-care facility.

Corporations may set up scholarship funds to assist low-income families in providing quality care for children. The recipients may be either those parents who work for the corporation or other families in the community.

A company may make in-kind contributions of services and materials to a program. For example, an employer may provide employee volunteers to assist with tutoring or other aspects of the program, or the company can provide space for special events.

The person who approaches corporations with requests should know about employer-assisted child care and comparable local and statewide programs. The person should be especially familiar with a company's products, profits, and philosophy toward social responsibility. In many large corporations, the request goes to a specific officer or committee designated to handle community requests for assistance. Requests should be specific and point to documented needs of employees and the community.

Whatever the request, the employer needs to see an important benefit to the company. One point to emphasize is the increased productivity of parent employees who will no longer stop work in the middle of the afternoon to call home and check their children's safety.

Community Organizations

Community and civic organizations may offer either financial assistance or in-kind contributions of goods and services. These groups include Kiwanis, Lions Clubs, Rotary, local chapters of business and professional organizations, and the Junior League. Many religious organizations are involved in community projects beyond their own denominations. For lists of these organizations, contact the local Chamber of Commerce or, in larger cities, the public library.

Individual Contributors

A school-age child-care program should develop a donor list of people who have a particular interest in children and children's issues. In the case of non-profit organizations, board members, rather than staff, should make personal contact with prospective donors. A yearly mailing can inform potential donors about the organization, its programs, and its needs. The mailing list should include not only potential large-sum donors but also multitudes of individuals who may give smaller amounts.

CHAPTER 6

Legal Issues

Liability

When the public school provides the after-school service and employees are hired and paid by the school, the school is immune from liability for personal injury under the Law of Sovereign Immunity. This law protects the school and its professional staff if a child is injured while participating in program activities. This is the same basic liability protection the school has during the school day.

When public schools contract with another organization to provide school-age child care, the school may want to require the non-school entity to provide personal injury liability insurance as well as worker's compensation insurance and accident insurance for children in the program. If so, school administrators should review the policy, especially with regard to liability exclusions. Many insurance companies exclude some of the most sensitive areas of concern, such as child abuse and field trips. For example, many policies cover premises only, so when children are taken across property lines on a field trip they may not be covered, or the coverage may be subject to specific limitations.

Other areas that may be excluded include:

food and other products (food prepared and served by the program is considered a product);

loading and unloading exclusion may mean children aren't covered when getting in and out of vehicles;

punitive damages;

pollution exclusion, which might apply in a rural area to a septic tank overflowing into a pasture where cattle graze;

contracted liability, which affect contracts with a third party who is not covered for liability; and

kidnapping.

A pamphlet titled "Texas Laws About Liability Insurance for Non-Profit Organizations" provides more information. To obtain a copy, contact the local United Way office, or write the United Way of Texas, P.O. Box 15164, Austin, Texas 78761.

Licensing

Texas licensing law requires child-care facilities that are not functions of public schools to be licensed or registered to legally operate.

The law applies to the following categories of care:

Day-care center, a facility that provides care for more than 12 children under 14 years of age for fewer than 24 hours a day.

Group day-care home, a facility that provides care for 7 to 12 children under 14 years of age for fewer than 24 hours a day.

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Family home, a home that regularly provides care in the caretaker's own residence for not more than six children under 14 years of age, excluding the caretaker's own children. In addition, it may provide care during after-school hours for not more than six additional elementary school children, but the total number of children, including the caretaker's own, does not exceed 12 at any given time.

Day-care centers and group day-care homes must be licensed. Day-care centers currently are exempted if they are operated by a public school and are an official function of the school. Family day homes, on the other hand, are registered. Registration differs from licensing in that the main responsibility for monitoring care rests on parents.

To apply for licensing, an organization contacts the local or regional Department of Human Services. A Licensing Representative will be assigned to help with the licensing process, including an orientation meeting.

A manual, "Minimum Standards for Day Care Centers," contains complete requirements for licensing a child-care center. Similar manuals are available for other categories of child care.

Application for licensing includes the following:

a Day-Care Licensing Application (Form 2910);

a floor plan showing indoor and outdoor space dimensions, location and number of toilets and lavatories, fire escape routes and exits, and location of the playground;

a Governing Body/Director Designation (Form 2911) for the on-site director;

a Child Care Criminal History Check (Form 2971) on all staff already hired; and

a Licensing Fee Schedule (Form 2955) accompanied by a $35 application fee and a $35 provisional license fee.

When the Licensing Representative determines that the organization has met all requirements, the department issues a six-month provisional license. At the end of the six months, the department issues a license that stays in effect for as long as the organization complies with all standards. The organization pays a $35 annual fee when the permanent license is issued and on the anniversary date of issuance each year. In addition, the department assesses a $1.00 fee for each child the program is licensed for, also payable on an annual basis. For example, if the program is licensed for 60 children, the organization pays an additional $60. Application fees for Day-Care Centers and Group Day-Care Homes are non-refundable. Applicants for a Registered Family Day Home must pay a $35 fee, which is refunded if the registration is not issued.

Organizations should submit applications six weeks prior to the projected date for opening a center.

Licensing child-care facilities helps protect the children in care and helps protect parents as well.

Standards for day-care centers apply to:

organization and administration

personnel

building, grounds and equipment

fire, sanitation and safety

physical health

food service and nutrition

activities

infant and toddler care

children with need for special care

night care

water activities

transportation

The state's minimum standards were developed primarily for preschool facilities, not school-age situations, particularly those which are campus-based. As a result, some of the standards are not appropriate for facilities licensed exclusively for school-age care. The state commissioner for licensing has issued standards clarifications, which provide more flexible interpretation and application of the standards to school-age situations.

These interpretations appear in Appendix IV.

Legislation Affecting Child Care

In addition to Senate Bill 913, other recent legislation affecting school-age child care include:

Senate Bill 1480 establishes a Child Care Development Board that is to develop a system for delivering child-care services to state employees working in state-owned buildings.

House Bill 606 requires a school district's transportation routes to include delivery, on request, to after-school sites. Districts may charge a fee for this service.

Senate Concurrent Resolution No. 51 provides for discretionary funds for pilot school-age child-care programs.

CHAPTER 7

The Program

Quality in School-Age Child Care

Of all the ingredients that contribute to quality in child care, competent staff are perhaps the most important.

Quality depends on a staff of adults who understand the developmental needs and abilities of school-age children in the care setting, and who understand the adult role in enhancing children's individual and social growth.

As in classrooms, the ratio of teachers to children is critical. The ratio should permit constant supervision of all children, while allowing each child to have quality time with a caring adult during the program day. Although elementary schools require one teacher for every 22 students, child-care programs ideally have lower ratios. The maximum staff-child ratio for children 6 years and older is one-to-fifteen, although one-to-twelve is better. For the 4- and 5-year-olds in the program, a ratio of one staff for each eight children should be the goal.

In a quality program, the administration is sensitive to the needs of the program, the children, the parents, the staff, the school and the community.

The curriculum consists of a wide variety of developmentally appropriate activities, and all teachers use it properly. The curriculum is not an extension of the state-mandated curriculum and does not use textbooks or workbooks.

The physical environment provides indoor and outdoor opportunities for children to explore and learn. The environment is a safe and healthy one where children are under supervision at all times, and where rules and procedures help prevent accidents. Children receive nutritious snacks and, when appropriate, healthy and well-balanced meals.

Staff enjoy positive relationships with parents and communicate with them on a daily basis—not just at six-week intervals or when problems arise. Parents are actively involved in planning and operating the program.

Objectives

Program planners and staff should thoroughly discuss program objectives, agree on them by consensus, and state them clearly. Staff will aim all activities either directly or indirectly at achieving the objectives.

Two primary objectives for school-age child care are:

1) to provide an environment where children can learn and practice social skills and

2) to give children opportunities to develop positive self-esteem. In developing social skills, school-age children must learn how to get along with people in a group as well as in one-to-one relationships. Children benefit from healthy relationships with adults, in which adults model ways to communicate their needs, settle conflicts, and solve problems. A flexibly structured setting allows children to learn and practice these skills.

Interest Centers

In developing positive self-esteem, children must have many opportunities to experience success. Adults can contribute to children's abilities to see themselves as competent individuals, whether they are throwing a baseball, painting a picture, or coping with a parent's divorce. Thoughtful, mature and nurturing staff can plan ways for each child to experience success within the framework of the after-school program.

These two objectives, and others which are planned for the program, wind like threads through all planning and implementation of activities. Furthermore, they heavily influence adult-child interactions.

Children enjoy and profit from a wide variety of activities. Planning interesting things for children to do minimizes discipline problems, since bored children frequently resort to undesirable behavior.

After being in school all day, children need the freedom to choose activities that appeal to them. One of the best ways to provide this choice in the after-school program is through interest (or learning) centers, where children can work independently or with others. Using interest centers not only increases the selection of activities available on a daily basis, it gives children opportunities to learn about making choices. It also allows adults time for more one-to-one interactions with individual children.

Certain basic interest centers are available every day:

A quiet area gives children a place to rest and read in a section of the room that has little noise and traffic. A small rug or quilt, large pillows, or bean bag chairs will soften the area.

A creative expression table displays materials for children to use to create masterpieces. This area may be the same as the arts and crafts center or separate from it. The table does not have coloring books or work sheets (which impose structure and rigidity) but rather all kinds of paper and paper scraps, crayons, markers, water colors, scissors, glue, pencils, buttons, yarn, magazines to cut up, pipe cleaners, craft sticks, feathers, bits of fabric and felt scraps, beads, straws and other oddments. No instructions are given or needed at this center. The idea is to encourage children to use their imaginations.

A dramatic play (housekeeping) area gives children a place to fantasize about being grown up. This area should contain a variety of items such as dolls (matching the children's ethnicity), toy dishes, dress-up clothes, telephones, mirrors, a doctor or nurse kit, items to create a store or post office, and similar materials.

Table games and puzzles help children learn to cooperate and follow rules. These games should be rotated to maintain the children's interest. Games and puzzles should be in good condition and retired when they are no longer usable.

A building and construction center allows children to exercise their imagination and manual dexterity while getting along with other children. The center can be in a corner, preferably on the floor. This center contains several different kinds of manipulatives such as Legos®, Construx®, Tinker Toys®, Lincoln Logs® and plain wooden blocks, along with cars, trucks and model figures. A length of paper can be taped to the floor to make streets and runways, and small empty boxes can be covered to make buildings.

The homework area gives children a quiet area to prepare homework or receive tutoring. It should be in a corner of a room, or in a different room, if available and easily supervised. If possible, it should be separate from the reading area.

Separate space for older children helps overcome some children's perception that child care is for "babies." Beginning about the third grade, children need to feel they have their own place, or "clubhouse," where they keep certain books, games and other items for their exclusive use.

In addition to these basic centers, staff may set up other centers based on children's interests such as science, music, and arts and crafts. These centers may be set up either daily or on an occasional basis.

Guidelines for setting up interest centers include:

An attractive and colorful sign or picture identifies the center.

Each center contains appropriate materials and supplies, that are in good repair and used only in that center. Adults rotate materials and supplies to maintain children's interest.

Clear boundaries separate the centers; children and adults recognize and observe these boundaries.

Storage space allows children to obtain and return supplies independently. Cleanup materials are handy so children can clean up after themselves.

Each center has a rule about how many children can participate at any one time.

Adults discuss rules with children so they clearly understand how to use and care for materials and supplies.

Other Activities

In addition to interest centers, school-age children need a range of other activities. These include:

special ongoing projects such as community involvement efforts or publishing a monthly newsletter;

gardening;

creative dramatics and video productions;

journalism or creative writing projects;

treasure hunts and scavenger hunts;

informal classes on non-academic subjects such as pet care, bicycle repair, computers, basic first aid, ballet, piano or guitar;

games and tournaments;

environmental projects;

clubs such as a magic club, model airplane club, or photography club;

a mini "Olympics";

special days such as Park Day, Popcorn Day, Bingo Day, or Movie Day;

cooking projects;

special art projects; and

field trips or special guests.

Many excellent school-age activities arise from themes. Themes such as "Space," "Clowns," and "Texas History" can generate dozens of activities for a week or longer.

Calendars, particularly those designed for educational programs, can also produce a multitude of ideas for program activities. Calendars may suggest cultural activities to help children appreciate their own and others' heritage as well activities to observe Johnny Appleseed Day, Chinese New Year, Ground Hog Day, Arbor Day and Japanese Children's Day. National Popcorn Week, for example, is a favorite with children and lends itself to a wide variety of activities.

School-age children should have a hand in planning activities. With guidance and encouragement, school-age children can plan, write, and stage their own plays, for example. They might help organize a Halloween festival for younger children or plan a country store with handmade items to sell to parents.

Activity Guidelines

1. Activities are planned ahead of time, and they take place within a schedule or routine that is basically the same from day to day, providing a structure which children can depend on.

2. There are a variety of activities which meet the developmental needs, abilities and interests of the different ages of children.

3. There are adequate supplies, materials and equipment to support the activities.

4. Children are offered choices, and adults help children learn to make responsible choices for themselves.

5. A homework time, not exceeding 45 minutes unless a child requests more time, is offered every day. Younger children and children who do not have homework should be encouraged to read. Adults or older children may offer to read to children, or they may have a story hour during this time.

6. There is a balance between quiet and active times, between activities that require group participation and those that offer a child an opportunity to be alone. Outdoor activities are scheduled every day, and all children are encouraged to spend time outside every day.

7. There is balance between activities that require large muscle involvement and those that use small motor skills.

8. Activities give children increasing responsibility as they are ready for it.

9. Cultural awareness and appreciation are part of every program.

10. Activities provide opportunities for children to learn problem-solving skills and learn how to handle conflict.

11. Every activity supports children's esteem-building and their efforts at developing appropriate social skills, and adults are conscious of opportunities to help this happen through the program activities.

Physical Environment

Creating a positive physical environment helps set the tone for the school-age child-care program. An attractive and comfortable place to spend the afternoon is important.

Older children especially need to feel they have a special and separate place that isn't part of the "little kids'" child care.

Using the school cafeteria

Many school-based programs use the school cafeteria or cafetorium for program space. While this is not ideal, it is very workable. Some cafeterias have tables with built-on stools or benches and are on rollers. With permission from the principal, these tables can be moved around to define interest and play areas as well as serving as tables for activities. If the school can't provide a storage closet, metal locking supply cabinets from office supply stores can be put in a corner to hold equipment and materials. A cafetorium with a stage frequently provides space for storage equipment out of sight in back of the stage.

In using the cafeteria, it is important to arrange tables to eliminate large empty spaces or "runways" extending from one side of the room to the other. This openness encourages running or other play which is inappropriate indoors.

"Soft" space can be created by using large pillows, rugs and bean bag chairs on the floor in a quiet or reading area.

All children must have a container or space marked with their names, where they can leave personal belongings. A program that shares space may find this difficult to do. Stacking baskets are an option, however, if storing baskets or other containers is a problem. Other options include grocery sacks with the children's names on them or file folders on a designated table where children can put paperwork and books. Coats and sweaters during cold weather create a challenge for the school-age program. If there is no coat rack in the cafeteria, and if the school-age program can't invest in a moveable rack or if storage space doesn't permit, then coats and sweaters often must be folded and put on a chair or table with the rest of the children's belongings. Adults must ensure belongings are kept separate as much as possible so parents do not have to search through mounds of outerwear to find their children's things.

Older children need a corner of the cafeteria designated as their space. This is a place where their own games and books are available and where younger children aren't allowed. This space can be defined by using tables to outline the area or by making a room divider from a large packing carton separated at one corner so it can be stretched into a free standing "wall." The older children will enjoy decorating it and using it for their own bulletin board.

From the beginning space for the program must meet standards of appropriateness and acceptability for children's comfort. Program organizers need to keep in mind what is best for the children and not "make do" with space and furnishings which are available but not appropriate. For example, even for a recreation-oriented program children need a place to rest, tables and chairs for snacks and homework, and a place to put their belongings. Staff need storage space for the materials and supplies that are essential to the program. It is acceptable for program organizers to negotiate for space which will be best for the children.

Shared Space

School-age programs frequently must share space with other programs. For nine months of the year the school-age program is part-time, and providers may not be able to afford the luxury of holding a room all day for the afternoon use of the school-agers. In a school-based program the after-school group will have to use space that is allocated for other purposes all day, if empty classroom space is not available on a permanent basis.

Sharing space creates challenges for the school-age program and for the regular users of the space. There must be a meeting of all those involved in this situation to negotiate how the space is to be used, where after-school supplies and equipment can be stored, what equipment can be shared, how the after-school program can display projects or do ongoing projects, and what the ground rules are for cleaning and maintaining the space. It is important for the full-day users of the space to be sensitive to the need of the after-school program and to let them know when the space will not be available. Appropriate and acceptable alternative space should be agreed on in advance to cover this situation. Agreements about use of shared space should be put into writing.

One concern faced by the school-age program is the inability to leave supplies and materials out from one day to the next. Since supplies and equipment have to be put away each night, adequate storage space is necessary, and the daily schedule must include time for staff to move supplies in and out of storage.

On the other hand, when program supplies and equipment must be moved in and out each day, involving children in the process can be valuable not only in terms of helping them learn to assume more responsibility for their program, but it can also help them feel a greater sense of ownership of the program.

Sharing space is not an ideal or easy situation, but it is workable. Many quality school-age programs are provided in shared space.

Dedicated Space

Some school-age programs have their own space that can be set up and used on a permanent or semi-permanent basis. Programs that are housed in church facilities often are able to do this. Private day-care centers may have space exclusively for use by the school-age program. Some public schools have empty classroom or other space where programs can be located.

When this kind of space is available it should be used to good advantage. It should be attractive to look at with a homelike feeling and soft furniture. Interest centers can be set out and left, and long-term projects are feasible. Children's art work can be displayed, and permanent storage for their belongings can be arranged. This situation frequently makes a kitchen accessible for cooking projects.

Outdoor environment

Physical boundaries must be established and adhered to. All children should be taken on a walking "tour" of the outside play area so they will know exactly where the boundaries are.

When the school-age program is an extension of an all-day program, the outdoor play equipment may be designed for preschool children and not appropriate for older children. Campus-based programs may find some school equipment presents safety problems.

Providers must carefully assess the situation and establish guidelines for use of the existing equipment. The state Minimum Standards for Day-Care Centers establish certain safety features that are a basis for evaluating playground equipment. These include:

- Fall zones must extend four feet from climbing structures, five feet from the bottom of a slide, seven feet plus the length of the chain from a swing's point of suspension, and seven feet from a merry-go-round or other revolving device.

- Entrapment areas (places on play equipment that form angles or openings that could trap a child's head) must be closed.

In addition, program staff should be alert to torn metal or jagged edges on play equipment, protruding nails or bolts and inadequate or dangerous railing on elevated structures. Material under swings, slides and climbing equipment should be soft enough to adequately cushion a fall.

If existing playground equipment is judged to be unsafe, it must be placed off-limits for play until it can be repaired or replaced. There are low-cost alternatives which provide safe fun for children during outdoor play. All kinds of balls are the obvious ones, as well as jump ropes, frisbees and hula hoops. Horseshoes or ring toss games, badminton and volley ball or even croquet can help the situation. A tether ball needs a standard, but many playgrounds already have something which will be usable for that game.

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Grouping and Scheduling

Children function best when divided into age groups. In large centers with a number of staff present, this is almost always possible. In a very small center the age groupings may cover more years than may be ideal, particularly among the older children. The majority of children in most centers will probably be kindergarten (or prekindergarten) through grade two. It is sometimes awkward to come up with a good grouping when there are only a handful of children grades three through six.

Small Programs

Some small programs are organized almost like a group home. Older children assist younger ones during certain periods of time, and the feeling is family-like. In other small programs the younger children get most of the staff's time and attention. Older children are supervised as they engage in activities in a special area of the room designated for their use. Adult interaction with the older children may be somewhat limited, but since children who are growing older are also testing their independence from adults, it can be an advantage to allow them independent activities. Visual supervision is always provided, of course, and established rules are followed.

Grouping By Grades

The ideal situation is to be able to group children by ages or grades. The younger the children are, the smaller the groups should be, since younger children demand more staff time. The center director or site supervisor may become an extra adult in a group for a special project. For example, when the youngest children are working on a new craft project and may need more help than usual, the director may assist on a short-term basis with that group.

Mixed Groups

When ages or grades must be grouped together, it may be necessary to select children by maturity level rather than strictly by age. For example, if group one is comprised of kindergarten children and group two must be a mixed group, group two may contain one or two older, more mature kindergartners, the first grade contingent and one or two younger, perhaps less mature second graders.

Naming Groups

Group identity is important for the children, and naming groups is a challenge. For example, it is better to have the Red, Blue, Yellow and Green groups rather than groups 1, 2, 3 and 4 which may, to children, denote ability. Children may select animal names or nonsense names; however, they should be discouraged from naming their group after popular cartoon characters which are violent in nature or are especially combative or competitive.

Combining Groups

The amount of time all the children in a program spend together in the same space should be minimized. At the beginning and end of the day the children generally are together, but this period of time should be as brief as possible. Separation helps the noise level, the level of confusion and the potential for problems between varying age groups or from crowded conditions.

Scheduling

The daily schedule needs to be structured, but not so structured that it precludes freedom of movement, choice or spontaneity. Certain components are part of every day's activities, so children have the security of knowing what to expect.

The day usually is divided into three segments:

The beginning of the day, including:

greeting the children

assisting in putting away personal belongings

checking attendance

snacks, including washing hands (some groups may have snacks later in the afternoon)

The middle part of the day, including:

participating in planned and free choice activities

participating in special programs and events

homework

snacks, for groups not snacking at the beginning of the day

The end of the day, including:

cleanup and put away (children assist)

transition to quiet activities

pick up of children by parents

clean-up and lock-up

Transitions

When planning the daily schedule, care must be given to transition times. These are times when children are changing from one activity to another, moving from indoors to outdoors or to different parts of the facility. Children should not be lined up and expected to be still or quiet if they have nothing to occupy their time and attention. Adults must provide some type of activity for this period of time or eliminate (or at least minimize) the amount of time children must wait for any reason. Transition activities include finger plays, word games, guessing games, nonsense songs. Any activity that can be played for a short period of time, requires no equipment or preparation, and can be played with children sitting or standing indoors or outdoors can be used as a transition activity.

Sample Schedule

A sample daily schedule for a small after-school program with two groups might look like this:

2:45 p.m. - children arrive, check in, put away belongings

3:00 p.m. - red group goes outside or to the gym, if campus-based; blue group stays inside for snack and indoor activities

4:00 p.m. - red group comes indoors for snack and indoor activities- blue group goes outside or to the gym

5:00 p.m. - all children inside for quiet games, clean up and parent pick-up

Four groups can work with this schedule by having two groups out and two in during each time period. With an odd number of groups, one group can be inside, one in the gym and one outside, or one group inside and two in alternate space, with rotation as above.

Materials and Supplies

In setting up a school-age program, the start-up budget must include an adequate amount of money to equip the center and buy enough supplies so the children will have a variety of activities to choose from. A purchase system will also need to be established, and storage of materials and supplies is a planning need.

Activity Stations

Another option is to have activity stations, with an adult at each station and groups rotating between. For example, one adult may be at the arts and crafts station, one at the free choice station and one at the playground station. The adult remains at the station for the majority of the afternoon. Children are accustomed to this model, as many classrooms operate in this fashion, and the adult can focus on the one station or activity. The disadvantage to this system is that the groups lack identification with a specific adult or group leader.

In planning supply and equipment acquisition, keep the following in mind:

the ages of the children who will be enrolled
the play space available both indoors and outdoors
available permanent equipment or supplies (eg., in a school-based program, playground equipment)
the furniture already in place
amount and location of storage space

A start-up list of supplies and equipment will include but not be limited to:

Administrative supplies

either built-in storage space or moveable locking storage cabinets and trunks

containers for children's personal belongings

a desk or table and file cabinet or file box for the director

a telephone, which in a school-based program should not be an extension of the school office telephone

office supplies such as legal pads or notebooks, pencils and pens, staplers, paperclips, scotch and masking tape, adult-size scissors, thumb tacks, a bulletin board, file folders, a hole punch, felt markers, a ruler and a yardstick, index cards and box, and a pencil sharpener

Health and safety supplies

a flashlight with working batteries

first aid supplies, including the following which are required by minimum standards:

multi-size adhesive bandages

gauze pads

tweezers

cotton balls

hydrogen peroxide

syrup of ipecac

a thermometer

additional items may include an ice pack, anti-bacterial spray or ointment and burn ointment

Cleaning supplies

large sponges

paper towels

disinfectant for wiping tables

dish soap

broom, dustpan

trash can(s)

plastic trash can liners

bucket

bleach (for disinfecting eating utensils)

Cooking/food preparation supplies

large pitcher(s) for preparing juice

measuring cups, spoons

stirring spoons (at least one with long handle)

cutting knife, spreading knives

cookie sheet

mixing bowl

cheese grater

paper items such as napkins, cups, plates, as necessary

If cooking with heat is to be done as part of the program and a kitchen is not available, a hot plate, sauce pan, pot holder, and toaster oven can be part of the cooking equipment. A corn popper is also a good item to include in the cooking inventory.

Arts and crafts supplies

all kinds of paper, including scrap and computer paper
tempera paint, art brushes
water colors
various size felt markers
crayons
pencils
child-size scissors
chalk
yarn
paste and glue
craft sticks
drinking straws

Dramatic play supplies

dolls (all colors)
hats, scarves, belts, ties, capes
long skirts, shoes for dress-up
sheets (for tents or costumes)
old office machines
dish and cooking sets
play telephone, cash register

Construction toys/ manipulatives

Legos®, Construxs® or similar manipulatives
Tinker Toys®, Lincoln Logs®
large cardboard blocks
plain wooden blocks
cars and trucks

Toys and games

a variety of table games for each age
developmentally appropriate jigsaw puzzles
people and animal play figures (but not military or war figures or toys)
jacks, pick up sticks

Sports/outdoor and active play supplies

utility balls, Nerf Balls®, football, basketball
plastic bat and balls
Frisbees
jump ropes (individual and group)
hoola hoops
plastic horseshoe games, quoits games
indoor plastic bowling game
sand toys (can be made)

Miscellaneous supplies

sewing materials
carpet squares, or area rugs for the quiet and reading area
large pillows for sitting on
rest mats, a blanket for sick children
developmentally appropriate childrens' books that are not sexist in orientation and which show minorities in important roles

Scrap Craft Supplies

Scrap items often provide children more opportunities to exercise their creativity and imagination than do bought toys. A box containing scraps of paper and ribbon, some buttons, pipe cleaners, some old magazines, feathers and twigs, clothespins, beads, and macaroni and other odds and ends of things can occupy a child's time and imagination. This is a "creative expression" box and can be set out each day, with scissors and glue and no instructions. Many children also enjoy a collection of parts - old clocks, toasters and radios - along with a screwdriver and a pair of pliers.

Additional items to add to the storehouse of supplies are egg cartons, cardboard tubes, styrofoam meat trays, paper cups and plates. Most of these can be collected by posting a notice for parents asking them to save the items and bring them to you when they pick their child up.

Purchase Tips

A school-based center may want to negotiate with the school to see whether some supplies may be purchased at a saving through school sources. Asking local merchants to donate certain items or provide a discount is appropriate. If you plan to shop regularly at a particular store, talk with the store manager about the possibility of special rates. Work with other centers to start a buying co-op which, by increasing the amount of purchases, may result in wholesale prices for the co-op. Staff may visit garage sales or flea markets to find bargains on some items.

A toy and book exchange between programs can increase the variety of items available to both groups.

Supply Maintenance

Supplies and materials should be kept in good repair. Children need to be instructed how to play with the toys and materials available and how to take care of them so they will last. Games can be rotated out of use regularly so children don't get tired of them. Broken toys, if they can't be used in any way, should be disposed of. Two games with missing pieces can be combined to make one whole game. Children and staff can create a new game from parts of several games which are missing parts. Parts and pieces of a game can be put into the creative expression box for children to use in that creative process. If a game is beyond use in any of these ways, it should be discarded.

Food

In an all-day program a dietitian should be consulted to develop a nutritious menu for the children. Licensed programs and those that are reimbursed for food by the U.S.Department of Agriculture through the Child Care Food Program, have specific guidelines to meet. Information regarding applying for reimbursement for some food costs through this program is available from the Department of Human Services.

Snacks

In an after-school program where only snacks are served, the Department of Human Services requires that food from two of the four food groups be served. The food groups are:

1. Milk or Milk Products

2. Bread and Cereal Products

3. Vegetables and Fruit, including fruit juice

4. Protein, including peanut butter

Regardless of whether a program is licensed or registered, snacks should be healthy, which means low in sugar, salt and fat content. Many bread products, cookies especially, are very high in all three. "Junk" food such as chips, soft drinks and candy are inappropriate snacks. Food such as birthday cake or cupcakes should be served only on special occasions. Program adults should make a practice of reading labels so children are being fed healthy snacks as opposed to empty calories.

Adults eat only what the children are served and should not bring soft drinks or other snack food to eat in front of the children.

Accreditation

The National Academy of Early Childhood Programs, which is a division of the National Association for the Education of Young Children, administers a national, voluntary and professionally sponsored accreditation system for child-care centers. This is a process in which a program's administrators, staff and parents join together to evaluate the program in order to determine whether it meets the Academy's criteria for high quality programs.

The value of the accreditation process is that it can assist parents in their search for quality child care; it improves the quality of group programs; it provides for professional development for staff; provides recognition for high quality and assures people who contribute to child-care programs that they are investing soundly.

The criteria for accreditation addresses the following areas:

interactions among staff and children
curriculum
staff and parent interactions
administration
staff qualifications and development
staffing patterns
physical environment
health and safety
nutrition and food service
program evaluation

A program becomes accredited through a three-step process. The first step is self study, in which staff and parents conduct a self study to see whether the center or program meets requirements and how improvements can be made and then make the improvements and report the results in a Program Description submitted to the Academy. The second step is an on-site visit by trained validators to determine the accuracy of the Program Description. The third step, following consideration by a committee, is a decision whether the center or program will be accredited.

A program, once it has become accredited, will have to continue to meet the criteria in order to continue to be accredited. Accreditation is evaluated every three years.

The Academy charges application and validation fees according to the size of the program. For information on the process, fees and to make application contact:
National Academy of Early Childhood Programs
NAEYC
1834 Connecticut Ave., N.W.
Washington, DC 20009
(202) 232-8777 or (800) 424-2460

CHAPTER 8

Developmental Abilities of School-Age Children

In a program that includes children from kindergarten (and in some instances prekindergarten) through grades five or six, it is imperative for developmental needs and abilities of school-age children to be understood. Differences between the youngest and the oldest in a program are great, and care must be taken to plan activities appropriate for the entire range of ages and abilities.

Knowing what behavior to expect from children at each stage of growth makes planning easier and "on target." It helps caregivers respond appropriately to children's needs, and makes discipline more reasonable and logical. Adult caregivers are more comfortable with children and have more realistic expectations for behavior when there is a clear understanding of what is happening developmentally with children in their care.

Some developmental characteristics and needs of elementary school children are:

4 year olds

Four-year-old children are still very much preschoolers, but in many schools they are part of public school education in Chapter I prekindergarten programs. Their abilities and needs must be addressed in planning for school-age child care. They will require more attention on the part of caregivers than will older children, and even their equipment and supplies will be different.

Physical Characteristics:
- slow, even growth
- need afternoon nap or rest
- energetic
- small muscle coordination not as well developed as large muscle coordination
- can cut with blunt scissors, draw or paint things which are recognizable
- speak in descriptive complete sentences

Characteristic Reactions:
- resist taking a nap
- love to play on outdoor equipment
- can sometimes use words to settle arguments
- use dramatic play for learning
- like to listen, repeat stories
- like nonsense rhymes, poems, songs
- adventurous, boastful
- like to invent, experiment
- can play with children in small groups, may have best friend of same sex, may exclude children of the other sex
- can attend to activities for 8-15 minutes

Special Needs:
- nourishing food, balanced meals, healthy snack, no junk food, lots of water
- outside play to build large motor skills
- basic safety education, learn to swim
- opportunities to talk, sing, express what they want, how they feel, what they have done, seen and heard
- opportunities for storytelling and reading
- opportunities for learning by doing
- opportunities to explore new experiences
- role models for respect, kindness
- opportunities to learn how to differentiate between fantasy and reality

5-6 year olds

Physical Characteristics:
- very active in play
- can throw and catch large and small balls
- large muscles better coordinated than small
- eye-hand coordination still developing
- girls are better developed than boys, may do things more easily

Characteristic Reactions:
- speak clearly, use longer sentences
- ask many questions
- eager to learn but distractible
- able to attend to activities for 15-20 minutes
- can add details to art work
- participate in group games
- like to do things for themselves
- ready to expand their experiences with people and things

Special Needs:
- maximum encouragement, praise, patience
- opportunities for large-muscle activities
- close supervision, but minimum adult interference
- concrete learning situations with opportunities for direct participation
- small group play
- responsibility without pressure
- time to relax
- plenty of love, attention from adults

7 year olds

Physical Characteristics:
- physical development slow, steady
- good eye-hand coordination
- better development of small muscles
- more stamina
- still susceptible to most childhood diseases

Characteristic Reactions:
- take care of belongings
- assume some responsibility for care of shared items
- moving toward abstract thinking
- increasing awareness of others' feelings
- depend on adult approval
- developing understanding of time, money
- active imagination
- experimental lying, stealing
- distraction may seem like forgetfulness, failure to hear instructions
- blame others for inappropriate behavior
- natural hoarder, territorial

Special Needs:
- expansion of boundaries to allow more independence
- encouraging support
- learning situations involving active participation
- warm, encouraging relationships with adults

8 year olds

Physical Characteristics:
- continued slow, steady growth
- growth spurts beginning
- healthier
- more skilled in large, small muscle play
- more coordinated
- able to do more than younger children
- eye-hand coordination more mature
- close work easier at this age

Characteristic Reactions:
- works for rewards
- less dependency on adults
- growing ability to make independent decisions
- developing sense of reason
- generally more outgoing, more willing to talk about feelings
- more critical, demanding, rude
- more sensitive, cries easily
- impatient
- wants to appear knowledgeable
- boasts, exaggerates
- developing sense of right and wrong
- reluctance to obey directions, some rebellion

Special Needs:
- continuing opportunities for large motor play
- friends and groups are important
- frequent changes in "best friends"
- group play important for testing self as group member
- encourage independent thinking, decision-making

9 year olds

Physical Characteristics:
- girls move ahead in physical development
- plateau preceding adolescent growth spurt
- eye-hand coordination good
- ability to do close work with less strain
- ready for most types of physical activity
- team sports, organized games popular due to increased coordination

Characteristic Reactions:
- greater dependency on friendship
- strong "gang" feelings among same sex
- groups generally short in duration, with constantly changing membership
- less interest in fantasy
- temperamental, but usually for a short time
- can accept more blame
- hero worship, crushes
- strong sense of right and wrong
- capable of making plans and carrying them out
- more responsible, dependable
- outspoken criticism of adults
- perfectionist many times
- arguments over fairness in games

Special Needs:
- adult encouragement
- becoming part of group
- opportunities for assuming responsibility
- not being talked down to
- honesty on part of adults

Pre-Adolescence

Physical Characteristics:
- uneven growth
- boys maturing as much as two years later than girls
- rapid muscle growth
- girls begin development, menstrual periods

Characteristic Reactions:
- stronger "gang" feeling among boys
- girls choose one or two best friends
- teasing, antagonism between boys and girls
- interest in earning money
- often thought of as awkward or lazy

at 10

...tendency to be direct, matter of fact
...less anxious
...development of strong conscience
...quick to anger, violent reactions
...name-calling, obscene language
...concern over fairness
...fairly easy-going

at 11

...great sensitivity, pride
...most are polite and serious with adults
...many fears, worries
...moods last longer
...anger is quick, sulking is common
...highly competitive, concerned with fairness
...differentiate between right and wrong
...more truthful
...less willingness to listen to others, insistent on getting own way

at 12

...more outgoing
...expresses love and hate
...begins to notice opposite sex, fall in love
...well-developed conscience, more truthful
...striving for more independence
...requires great patience from adults
...most are dependable, like to help younger children

Special Needs Children

In 1975 a federal law was enacted that mandated public school education for all handicapped children. It was based on the principle that all children are entitled to free public education that is suitable for each child's developmental level. Where these children are a part of the schools, those planning for school-age care will need to consider whether and how to include them the program.

Children who spend all or part of the day in mainstreaming situations in school can usually be cared for in the after-school program. Their developmental abilities need to be assessed in order to determine special attention they may require. Many children at this level do not need a great deal of extra staff time and attention. They may be placed in groups according to their developmental abilities as long as it is clear their social and emotional needs are also being met. Staff will regularly assess the appropriateness of the child's group placement.

Integrating children with more severe handicapping conditions into the program requires a lower ratio of children to staff in order to provide more attention to the special needs children. Some children who otherwise can function well in a mainstreaming situation may need assistance with toileting or feeding, for example.

Mainstreaming special needs children into a regular school-age program does not mean all staff must have extensive education and experience working with these children. The person responsible for the program will, of course, have training and background in understanding needs and how to meet them. Other competent and patient adults can adapt to the inclusion of special needs children into their group. This will require training to help them feel comfortable working with children with handicapping conditions. School personnel who work on a daily basis with special needs children may be able to work with program staff to help train them, and regular communication with teachers and counselors is desirable. Observations in the classroom are also opportunities for orientation to particular children and their behavior. An initial conference with parents is crucial, in order to get adequate information about the child and his or her needs, as well as learning the most effective ways to meet the child's needs.

Daily communication, while important for all parents in the program, is even more so with parents of children who have handicapping conditions. Parents, school and program staff all need frequent contact in order to provide a stable environment for special needs children.

Children whose handicapping conditions are more severe may require a separate unit or program because of the extent of their needs. Staff working with children who have either severe emotional disturbances or who are severely physically or mentally handicapped need to have substantial training and experience working with these children. The ratio of children to staff is generally required to be not more than one-to-five, and frequently lower. This means the program is more expensive to provide. If parents are unable to afford the greater cost, providers may want to discuss financial assistance through other funding sources, such as from foundations which have specific interest in programs serving special needs populations.

When children with more severe handicapping conditions are segregated into a special unit or program, an effort needs to be made to provide frequent opportunities for them to be with other children. This provides a social outlet for the special needs children and increases their range of exposure and experience. It also provides non-handicapped children an opportunity to learn about special needs children and become comfortable around them; and it provides them an opportunity to do something for others.

Caregivers who work with children with handicapping conditions need to keep these things in mind:

- A pre-enrollment conference with parents is imperative, in order to understand a child's abilities, limitations, behavior and medications.

- It is all right to ask the child how to help her or him.

- Some people talk around or over a person with a handicapping condition, almost as though he or she were not there. The child can be talked to directly and normally.

- The child needs to be observed to be sure he or she doesn't get fatigued.

- Other children can assist by being a "buddy." Most children enjoy helping. This situation needs to be supervised.

- The child with the handicapping condition may need help in order to feel a part of the group.

- Some children with handicapping conditions try to take advantage of the sympathy of other people and behave in unacceptable ways. These children should be expected to obey the same rules as other children.

State licensing standards require an Individualized Development Program be designed for each special needs child in a program. The individual program will consider the child's abilities and what activities will be most developmentally appropriate. It will address the issue of the most appropriate group for the child to be in as well. Experts (teacher, therapist, counselor, doctor) should be consulted, with the permission of the parents, in developing the individual program, and the parent should also participate in the process. A program that is a function of the school and not required to be licensed should develop a similar program using its own standards and guidelines.

CHAPTER 9

Personnel

Staffing the Program

The first step in the process of putting a staff together is to decide who will be involved and how decisions will be made. In a school or an established organization or business, the staff structure may already include someone whose responsibility will be to oversee this process. If not, someone will be assigned this responsibility, or a new person may be hired. In a new organization, the person or group in charge will hire an executive director or other administrative officer and give that person direction for the process.

The staffing process has several steps:

1. Development of job descriptions that include:

- job title
- qualifications
- who supervises the position
- who is supervised by the position, if applicable
- a list of job responsibilities and duties
- information about pay, holidays, sick leave and benefits
- days and hours for work, and length of time (e.g., for the entire year, for the school year only)
- probationary period, method of evaluation

2. Recruitment of applicants

- in the local newspaper(s) and, if any exist, in neighborhood newspapers or newsletters
- through flyers posted in strategic areas, including placement offices in colleges and universities
- through notices to employment services, including Texas Employment Commission and other state-supported training and placement agencies
- in professional newsletters
- by word of mouth

3. Development of job application that includes:

- name, address, phone number, message phone number
- Social Security number
- educational background including special training
- work experience (including volunteer experience)
- special skills advantageous to school-age program
- personal and work references
- situational questions (what would you do if...? how would you handle...?)

4. Screening of applicants to see whether basic qualifications are met

5. Scheduling of interviews

6. Selection of final candidates

7. Making final decisions

STAFF SELECTION

Some schools offering a school-age program as a school function require the program staff to be degreed teachers. In order to provide full-time employment for a separate program staff, some schools assign this staff additional job functions that may include office or classroom assistance or monitoring in the lunchroom. Other school-operated programs assign basic responsibility for administering the program to a support staff person. Staff such as music and physical education teachers may provide specific skills classes. This staff may be supplemented with aides recruited among parents and high school vocational education classes.

Teachers who have been in the classroom all day may not have the energy for working in a program lasting until six o'clock in the evening, and they may find it difficult to find planning time for the after-school activities.

Persons responsible for making hiring decisions may consider whether to hire classroom teachers and/or college students.

The advantage of having college students on staff is that the part-time hours are convenient for their class schedules, whereas many other people need full-time employment. College-age staff may have more energy and may, because of the smaller age difference between staff and children, relate better to the children. They may be highly motivated because of career interests and class requirements and objectives. However, staff turnover may be high due to schedule conflicts, and students may be unavailable at times because of class or extracurricular activities.

Having classroom teachers as part of the program provides people who have experience working with school-agers and who, in school-based programs, may already know many of the children in the program. They generally have more resources and more experience planning for this age group. However, classroom teachers may have trouble adjusting to the less structured non-academic environment of the after-school setting. They may have a tendency to focus too much on academics, thus making the after-school program an extension of the school day.

In selecting staff it is desirable to have a balance between kinds of skills (for example, a person more program-oriented balanced with one whose skills are more in the recreational and physical realm), a balance in ethnic and cultural diversity, in age and in gender. All staff should be able to provide a warm and nurturing relationship with children, and no distinction should be made between male and female staff in this regard. Children need to see males as capable of being gentle and loving and not only as recreation and sports-oriented adults. Every child should have one particular adult with whom she or he feels comfortable and with whom she or he can relate closely. A balanced staff can more readily provide that relationship.

CATEGORIES of POSITIONS

The positions for school-age child-care programs may include:

- The person responsible for the day-to-day, on-site supervision of the program may have a job title that reflects overall staff and administrative structure. A school-based program run by the school may have a position for a lead teacher with that responsibility. If the program stands alone, this may be the director. A multi-site facility or chain may call that person the site supervisor or manager. In an organization or business with more than one program, a person will be responsible for oversight of all the programs. This person may be a Program Director or Manager, or Director of Operations. A multi-facility organization or chain may have one person who supervises several locations. This person may have a title such as Area or Zone Supervisor or Coordinator.

- Direct care staff may be called teachers, particularly if they are teachers in the public school or in a private or church-related child-care situation where they are teachers in preschool classes. Direct care staff may also be called group leaders or assistants to the site supervisor.

- Aides may be used to assist under direct supervision of more experienced staff. Programs sometimes employ high school students who are in work study programs and assign this job title to them.

- Substitutes may be employed on staff or in an "on-call" capacity. Sample job applications and job descriptions are included in Appendix V.

Job Skills

Program staff should have the ability to:

- deal positively with conflict
- discern and promptly solve problems
- organize and plan
- work without constant supervision
- set and maintain reasonable and consistent rules and limits
- supervise a large group of children
- design program space
- use appropriate behavior management techniques
- communicate clearly with adults and children

Desirable Character Traits

Certain character traits are desirable in adults working with school-age children. These include:

- a warm and caring attitude
- the ability to laugh at oneself and the situation
- respect for differences in individuals
- sensitivity to children's individual needs
- reliability and responsibility
- creativity and resourcefulness
- an awareness of professional ethics
- flexibility, adaptability
- patience
- an understanding of the problems of working parents

QUALIFICATIONS for LICENSED STAFF

When a program is licensed as a Day-Care Center, the state's "Minimum Standards for Day-Care Centers" specifies qualifications for staff. The person who will be the on-site director:

- must be at least 21 years of age and have a high school diploma or its equivalent and have one of the following:

- a bachelor's degree from an accredited college or university with at least 12 credit hours of child development or early childhood education and one year of experience in a center;

- a Child Development Associate credential;

- an associate of arts degree in child development or a closely related area and one year of experience in a center;

- a day-care administrator's credential issued by a professional organization or an educational institution and recognized by the Licensing Branch and one year of experience in a center (the experience may have been part of the credential requirements); or

- three years of experience as a director or staff in a licensed child-care facility and six credit hours in child care, child development or early childhood education and six credit hours in business management from an accredited college or university. Five continuing education units may be substituted for each three credit hours.

The director of a day-care center licensed for 35 or more children must meet the requirements above and must also have two years experience as a director or staff in a licensed day-care facility.

The Department of Human Services allows multi-facility programs to designate an on-site director, a staff person who meets the qualifications and who may supervise several different locations. A site supervisor or lead teacher will provide day-to-day leadership at each site when this is the case, and the on-site director will regularly monitor the different locations.

The Department of Human Services also allows school-age programs to count elementary education or recreation hours towards the on-site director's education requirements.

Licensing standards require other staff to be age eighteen or older, have a high school diploma or its equivalent, and show competency, good judgement and self control in working with children. They must relate to the children with courtesy, respect, acceptance and patience.

The Department of Human Services also requires licensed centers to have on staff and present at all hours a person certified in first aid and a person certified in CPR of infants and children.

The state standards are minimum standards. Planners who are developing job descriptions will add other standards to ensure quality staff is employed.

LICENSING REQUIREMENTS

If the program is licensed as a day-care center, a signed statement is necessary regarding any criminal charges and convictions which might apply. This statement may be included on an application form or may be a separate documentation. A person may not serve as a director of a center if he or she has been convicted of a felony or misdemeanor classified as an offense against the person or family, or a felony or misdemeanor classified as public indecency or a felony violation of any law intended to control the possession or distribution of any substance included as a controlled substance in the Texas Controlled Substances Act.

A person applying for any position must provide documentation regarding all felony and misdemeanor convictions and information about all pending criminal charges, including deferred adjudication (a judgement which has been deferred or postponed). Information regarding criminal records is included in the "Minimum Standards for Day-Care Centers" on pages 8 and 9, Section 2100 3 a., b. and c., and 3100 4. b and c.

EMPLOYEE BENEFITS

As personnel policies and procedures are developed, a comprehensive benefits plan should be considered:

- Staff should be provided as full a range of fringe benefits as possible, with part-time staff having benefits prorated according to the number of hours worked.

- Personnel policies should conform with all legal requirements regarding breaks and hours worked.

- Regular staff meetings should be held for staff to share ideas, concerns and problems, and where they can receive information from administration.

- A career ladder should be in place for those employees who work on a regular twelve-month basis.

- For caregivers, staff-child ratio should be kept as low as possible.

- Regular training should be provided for all staff.

- Staff should be involved in decisionmaking when they are directly affected, and should be kept informed about decisions and the rationale behind them.

- Staff should be compensated for time spent in parent meetings, training and other responsibilities that take place outside regular work hours

STAFF DEVELOPMENT

All staff should have access to regular training, beginning with their initial orientation when they join the program.

The initial orientation will include the following:

- discussion of job description and job responsibilities
- requirements in the "Minimum Standards for Day Care Centers" and the licensing law, if applicable
- the program's child-care policies including discipline, guidance and the release of children
- recognition of symptoms of child abuse, neglect and sexual molestation, and the responsibility and procedure for reporting these, and the procedure to follow in handling emergencies including but not limited to fire, explosion, tornado, toxic fumes or other chemical release.

Staff orientation in a program that is school-based, and therefore not bound by licensing standards, will include as many of the above topics as are appropriate.

All staff will be oriented to the specific program in which they are to work, including:

- the program's philosophy, goals and objectives
- the parent handbook
- personnel policies and procedures
- information regarding behavior management
- rules, limits and boundaries which apply
- the curriculum
- how to order supplies and materials
- how and where to find resource materials for planning activities or in the area of child development

The initial orientation will consist of one or more meetings between the new employee(s) and the supervisor to discuss the orientation topics, plus follow-up which may include a "buddy system", with new staff assigned to experienced staff. The person providing on-site supervision and leadership may spend time daily with new employees until orientation is complete, and a "master teacher", if available, can be part of the training process. Printed information and discussions will also be part of the initial orientation and training.

ONGOING TRAINING

Ongoing training can take place in a number of ways. In weekly staff meetings time may be set aside to address timely issues and concerns. Monthly workshops may be scheduled around needs as expressed by staff. Special training may be provided new staff or staff experiencing difficulties in specific areas. On-the-job training is very effective, as is having staff visit other programs or work in a training center for a certain period of time. Attendance at professional seminars and conferences is an option. Cooperation between agencies and organizations expands the number of opportunities for training.

In programs that are school-based, program staff, whether part of the school faculty or from an outside organization, may participate in training provided by the school. Training is frequently provided by the Department of Human Services for licensed facilities.

In licensed programs, the on-site director must have 20 clock hours of training a year. At least six clock hours must be in staff supervision or management, and at least six clock hours must be in child development or early childhood education. All other staff must have at least 15 clock hours of training in understanding children and improving job performance. A year is defined as 12 months from the date of employment.

Regardless of the source, training is based on needs of the staff as perceived by both administration and staff, and must be both meaningful and useful. If conducted out of work hours, staff should be paid or given compensatory time. It is desirable to occasionally include topics that are personally as well as professionally helpful to individuals, such as assertiveness training or stress management.

PERFORMANCE DOCUMENTATION & REVIEW

Staff performance, both appropriate and inappropriate, is documented. Positive feedback should be provided as appropriate, in writing, with a copy in the employee's personnel folder. This provides encouragement and affirmation to the individual staff person and a record of performance to refer to when planning with the employee.

When a staff person has difficulty meeting expectations for a specific position, counseling takes place and is documented. This includes information regarding the performance deficit, how the behavior must be modified, suggestions and help in terms of how to improve performance, and information about the consequences of failure to modify job performance. Subsequent performance is monitored, with additional counseling as necessary. All procedures are documented in the event the employee fails to advance as desired and must have employment terminated.

A planning meeting, including a performance review, is scheduled with each staff person at least annually. Informal assessments are made each time the supervisor observes a person at work. If counseling is done, this also is a form of evaluation.

A formal planning meeting/ performance review is usually written, and an appointment is made with the employee to work on plans and problems. The process should be as non-threatening as possible, with the employee given an opportunity prior to the review to plan and prepare for his or her role in the process. The supervisor may use this meeting to clarify performance expectations, to identify problems and suggest ways for improvement, to guide in professional development and to express an awareness of good work the employee is doing.

This meeting provides an opportunity for the employee to give feedback on ways the program might be improved, or ways the supervisor might give additional assistance to the employee.

A sample performance review is included in Appendix V.

Chapter 10

Parent Involvement

From the beginning of the process, parent involvement in the planning, organizing and implementation of a school-age program is crucial.

Parents most often are the ones to initiate the process and who volunteer time to see it through. They obviously are the ones with the most vested interest and the ones most directly impacted by care or lack of it.

Parent Representation

The organizing task force most certainly will involve one or more parents as well as a representative from the parent-teacher organization. As the program solidifies, an advisory group of parents whose children are enrolled should be formed. If programs operate in several schools, each site may have a parent advisory group, and each site advisory group will have representation on an agency-wide parent council.

If an existing group assumes responsibility for the program, parents should have representation on that body. If the program will serve a large number of lower income parents who need financial assistance, one of these parents may be asked to serve on the board. If there is an advisory committee or council working with the Board of Directors, parents will serve on such a committee or council. A parent-teacher group in a school should be involved in the organization, especially when the program is to be a function of the school.

A program should have an advisory group of parents whose children are enrolled. In the case of a multi-facility program, each site may have a parent advisory group, and each site advisory group will have representation on an agency-wide parent council.

Parent groups, which serve in an advisory capacity to a specific program, serve as liaisons between staff and other parents, and as parent representatives in issues that come up between the program and the school. Parents representing specific centers on an agency-wide body may serve more in a policy-making or policy-recommending capacity.

Parent Meetings

Regular opportunities for parents to meet together and with staff will be helpful to the program. These may be social gatherings or educational meetings or a combination. At the beginning of the school year, an orientation will give staff and parents an opportunity to meet each other and talk about the program and expectations. The most successful meetings are held at the end of the program day, when parents are coming to pick up children. It is often difficult for weary parents to pick up children and then return for an evening meeting. Involvement of children in the meeting is one way to increase parent attendance. Children may prepare a food dish, present a program, design and write invitations, have an art show or in some other way make it important to them for parents to attend.

Educational meetings may be held around topics which are of concern to parents, such as childrens' health or behavior issues, single parenting, helping children succeed in school or how to deal with death in a family. In some communities, parents may have basic personal needs which can be addressed in parent education groups, such as grooming or job-hunting.

Meeting these needs can sometimes help parents focus better on the needs of the children. An informal survey of parents in the center will provide information regarding issues that parents might respond to by attending meetings.

RELATIONSHIPS between STAFF & PARENTS

The school-age program has an advantage over the school in that program staff have a daily opportunity to see and visit with parents as they come sign their children out of the program for the day. Unfortunately, many staff people use this opportunity to recite a list of complaints about the child. This creates tension and can lead to either avoidance or unpleasantness on the part of the parent.

Parents should be greeted pleasantly every day, and each one should have one staff person whose responsibility it is to speak to him or her briefly about the child's day. Program staff must keep in mind this is a working parent who is tired and anxious to get home, so conversations should be brief. A statement such as "we've had a great day today; John did his homework and had fun in the kickball game" lets the parent know the child's day went smoothly. A comment to the effect that "Kimberly seemed to be out-of-sorts this afternoon. You may want to watch to see whether she is getting sick" gives information to the parent that things did not go so well. If there were serious problems, the parent needs to be alerted to the need for a conference, and time should be arranged between staff and parent for such a meeting.

When it is necessary to discuss persistent negative behavior with a parent, the problem should be presented in specific terms. Rather than say "Jason was really difficult today and caused a lot of trouble", say "Jason pushed a child off the swing on the playground today, and when we came in to the building he tried to run away and hide in the custodian's closet. He seems quite uncomfortable with the rules we have. May we arrange a time to discuss ways we can work together to help Jason adjust to the program so he'll be happier?"

Program staff and parents are partners in this part of the child's development, and parents need to know that staff respect their input. When staff can approach parents non-judgmentally and in a non-threatening manner, much more can be accomplished than when parents are put on the defensive.

Guidebook for Parents

The school should provide an information guide or handbook to parents as they enroll their children. The handbook may contain information pertinent to the specific program, and should include basic information the parent will need to know.

Suggested Guidebook Topics

- admission policies
- fees and fee payment policies
- days and hours of operation
- ages of children eligible for program
- scheduled holidays
- late parent fees
- emergency information required, and why it is needed
- policy on sick children in the center
- discipline policies
- field trip policies
- expectations and opportunities for parent involvement
- non-discrimination policy
- requirement by law for suspected child abuse or neglect to be reported to the Department of Human Services
- grievance procedures
- phone number of center
- name of center staff
- reasons a child might be dropped from the program

CHAPTER 11

Model Programs

This chapter presents a variety of approaches for establishing and operating school-age child programs.

Seven programs are included in this chapter, with brief descriptions of each. Since certain elements are common to many programs, these prototypes group common characteristics to show ways to establish, sponsor or operate programs. The intent is not to compare programs, but to present successful models that organizing groups may find applicable to their specific situations.

Prototypes included are:

- a program operated by a youth services agency in dedicated space in a magnet school

- a program housed in and operated by a church

- a program operated by a non-profit organization, serving two small rural districts

- a program operated by a school district

- a program specifically for middle school students, operated by the Community Education program in a large school district

- a multi-facility campus-based program operated by a non-profit organization.

Additional types of programs are mentioned at the close of this chapter. Any one of them may contain some of the components or be operated in a way that an organizing group may want to replicate.

Program Operated by a School District

■

Lewisville Independent School District
Office of Adult and Community Education
1800 Timbercreek Road
Flower Mound, TX 75028
Mailing address:
P.O. Box 217
Lewisville, TX 75067
(214) 539-1551

Director: Joyce Pike
Program Supervisor: Becky Stoughton
Name of program: Extended School Day Program

Program description: This program is designed to capitalize on the interests and developmental needs of the child, while providing opportunities for successful experiences in a less structured atmosphere than in the regular school.

History/background: The program is seven years old. It was started for students who had to cross a highway to walk home after school. The city at that time did not provide crossing guards, and the district could not provide transportation.

Operation: Care is provided after school only, from 3 - 6:30 p.m. each school day. Camps are offered in the summer.

Enrollment: An average of 32 are enrolled at each of eight sites; 40 maximum per site, with enrollment limited to children who attend school on that campus only.

Ages/grades served: Kindergarten through fifth grade are served. Special needs children are served on a child-by-child basis, when the program can appropriately serve them.

Staff/child ratio: One teacher and two aides per 40 children are employed.

Staff positions: A certified teacher who does not work with children during the other part of the day is in charge of a site, with two aides who are adults or college students, usually education majors, with previous experience working with children. A program supervisor oversees all eight programs.

Staff training: Staff is provided four full days of training prior to the first day of school. Two additional in-service training days are provided during the year. A monthly "Idea Exchange" is conducted, at which attendance is voluntary.

Child/staff interactions: Each child is to meet success on a daily basis. Positive reinforcement is a key to staff training. Assertive discipline is the method for behavior modification.

Grouping is one of the keys to success. Students are grouped and regrouped depending on the activity and interest level of the individual child. Sharing time is a daily part of the plan, as is individual recognition of the child by name.

Curriculum/activities: Teachers strive to plan for interests and developmental needs of the child. Activities are developed in the areas of task production and completion, human interaction, responsibility, respecting rights and property of others, and using community resources effectively and responsibly. Special emphasis is placed on the child's successful experiences in meeting particular competencies. Activities are balanced in terms of teacher-directed, child-initiated, group, individual, active and inactive. An integrated approach is employed, ie., if the children make piñatas, books are displayed on how to do paper mâche, a discussion is held or a story told of how the custom of using pinatas came into being, and the children might write a book on "How to Make a Piñata." A basic daily plan promotes consistency of daily routine, and variety is built into the plan. Field trips are taken within walking distance of the school. Resource guests are incorporated into the curriculum.

Physical environment: Various parts of the school facilities are used on space available basis. Some campuses have classrooms only used by the program, others have space in portable buildings and some use the school cafeteria. Storage space is provided. Supplies are ordered through the school district.

Food service: A nutritious snack is provided at cost by the Child Nutrition Services Department on each campus. Milk is provided twice weekly.

Fees/funding: $28 per week for the first child in the family, $26 per week for each additional child in the same family. Financial assistance is available per extenuating circumstances and need, based on money provided by the Community Education Advisory Council. Funding is from parent fees and some donations.

Evaluation: Evaluation is on an ongoing basis by the department administration, with teachers and aides formally evaluated once a year. Parent evaluations, with children providing separate input, are performed yearly, as is evaluation of the total program by the principal.

Executive Director:
Joy Fassauer
Program Director:
Shelley Kardoes
Name of program: Kids Care

Program description: This program is academic, recreational and enriching.

History/background: In 1988, an ad hoc committee for a new magnet school, Carver Learning Academy, agreed to make after-school care part of the program for the new school. The Principal, Peggy Lynch, submitted a grant proposal to the Texas Department of Community Affairs for Dependent Care funds for establishment of the program, and contracted with Panhandle Plains Camp Fire, Inc. to plan and implement an extended day program. Part of the Principal's strategy was to designate space exclusively for use by the extended day program, and a room the size of a medium-size gym was dedicated for use by Kids Care, with Kids Care staff having the "go ahead" to decorate and use the space in any way they wish.

Amarillo ISD provides space, utilities, custodial services, a telephone, security, medication transfers, surveys and evaluations, all by contract with Camp Fire. Camp Fire hires, trains, supervises and pays staff; provides insurance, supplies, licensing and evaluations. They are also responsible for enrollment and attendance records for the children.

Program Operating in Dedicated Space in School Facility

■

Amarillo Independent School District
Carver Learning Academy
Peggy Lynch, Principal
contracted to
Panhandle Plains Council of Camp Fire
2808 Canyon Drive
Amarillo, TX 79109
(806) 373-7922

While the program is covered by a contract between AISD and Camp Fire, the success of the program is the partnership relationship between the two entities.

Operation: The program operates before and after school, on holidays and during the summer. Hours are from 7:00 a.m. - 8:00 a.m. and from 3:00 p.m. - 6:00 p.m. on school days, and from 6:45 a.m. - 6 p.m. on holidays and during the summer.

Enrollment: 45 children are enrolled in the program at Carver Learning Academy. The program is licensed by DHS.

Ages/grades served: Pre-kindergarten to twelve years old are served. Some special needs children are accepted.

Staff/child ratio: A ratio of one staff for each twelve children is maintained.

Staff positions: An On-Site Director with a B.A. degree which meets DHS licensing requirements is responsible for oversight of the program. An Activity Coordinator and Activity Coordinator Aide are continuing their education. When hiring, Camp Fire looks at college hours and degrees, work experience and volunteer experience. College students majoring in education are frequently hired and work well in the schedule.

Staff training: A week of in-depth specialized training is provided each August for new and returning staff. Ongoing training is provided throughout the year, with inservice training provided by Camp Fire. Staff also takes advantage of training opportunities from TDHS, EMS and the Fire Department, the Health Department, Panhandle Association for the Education of Young Children, the local school district and other organizations.

Child/staff interactions: Camp Fire staff serves as facilitators. They set up an environment that is inviting and conducive to learning. A variety of activities are provided that help the children develop a sense of self-worth and broaden their perspectives on life. Staff displays a respect for each child and encourages respect for self and others. Children are involved in setting rules, and are given many opportunities to express their feelings. Each child is given an opportunity to have quality one-on-one time with an adult during each day. Staff listens carefully to

what children are saying and not saying.

Curriculum/activities: Curriculum reflects both Camp Fire philosophy and the convictions of the program administration. Goals are to provide the children opportunities to realize their potential and to function as caring, self-directed individuals responsible to themselves and others.

The program is focused around learning centers. Materials are attractive and accessible. Children have a maximum of free choice opportunities. Much of the curriculum matches what is happening in the classroom, and many activities utilize school equipment such as the computer lab.

Physical environment: The physical environment is one of the most outstanding features of this program. When the school building was renovated, the principal designated a portion for exclusive after-school use of the extended day program. The result is a large area of dedicated space, which the extended-day staff has painted and turned into a model indoor environment. Each learning center is separated from the others by a wall that is waist-high on an average adult. Floors are carpeted and walls brightly painted. The reading area has a tent over a mattress, bean bag chairs and other soft, comfortable furniture for the children's use. The area for construction toys has the usual building materials and, in addition, has a number of odd-size styrofoam blocks saved from packing cartons. A large area (about the size of two average-size classrooms) has a two-foot retaining wall built across the entrance, and is full of sand, making an indoor "beach" complete with large umbrellas, fake palm trees, kites and birds hung from the ceiling. A "Dust Buster" is available just outside the door so children can clean themselves up before going to other areas.

Children also have access to the gymnasium and the outdoor play areas.

Food service: Nutritious snacks are provided every day in the extended-day program and, when program is all day, in the morning also. Children bring lunches when the program is all day. Extra snack food is available for the children to take home, and many children from lower-income families take advantage of this policy.

Fees/funding: Full fee charged for the program is $25 per week, with no sibling discount. A sliding fee scale provides up to 50% reduction in fees for children who qualify for fee assistance. Qualification is tied to free and reduced school lunch eligibility.

Parent fees make up a large portion of income for the program. The center was started using Dependent Care funds through the Texas Department of Community Affairs, and to expand and continues with assistance from the State School Child Care Services Fund, local Camp Fire funds and with subsidies for children through the state's Child Care Management System.

Evaluation: Parents are given the opportunity to evaluate the program twice a year. Funding sources require quarterly performance reports, and national Camp Fire requires periodic evaluations. The principal evaluates the program annually.

Executive Director:
Debora Phillips
Program Director:
Jan Kennedy
Name of Program: Kids Konnection After School (KKAS)

Program description: This program is both a recreational and an academic enrichment program.

History/background:
Children's Enterprises, Inc. of Lubbock recognized the problem of latchkey children in rural areas and responded by opening one after-school program early in 1990, and two additional ones in the fall of 1991 to address the needs of academically at-risk children.

Overall administration of the program is Children's Enterprises, Inc. (CEI), from its central office in Lubbock. A Regional Supervisor is responsible for personnel and staffing needs and reports to the Executive Director. Program needs are the responsibility of the Program Director. A center director manages direct services such as enrollment, schedule of activities, communication with school personnel, discipline and implementation of standards at the site. An assistant is a direct caregiver, and the teacher provides tutoring, assists in curriculum development and works with the caregivers.

Program in Rural School Districts

■

Spur and Aspermont Independent School Districts

contracted to
Children's Enterprises, Inc.
3305 66th St., Suite 1
Lubbock, TX 79413
(806) 796-0734

Since the program operates in locations that are separated from a central office by as much as 50 miles, communication between the central office and the outlying locations is especially important, and distribution of materials and supplies can be a problem. Communication is maintained through the mail, daily telephone contact, monthly Regional Supervisors' meetings and monthly monitoring. Distribution of materials is handled through the mail. Larger items are sent either with the Regional Supervisor on a monthly basis or with central office staff, who visit programs two to three times a month.

Operation: The program operates after school, on school holidays and during summer vacation. Hours are from 2:30 p.m. - 5:30 p.m. on school days. Full day care when school is not in session is from 8:00 a.m. - 5:30 p.m.

Enrollment: Average enrollment is 30 children per site.

Ages/grades served: Enrollment includes ages 5 through 13. Academically at-risk children are served through funding from Texas Education Agency.

Staff/child ratio: One staff to 12 - 17 children.

Staff positions: Each site has a director, an assistant and a teacher position. The director must meet requirements in the Minimum Standards for licensing day-care centers (three years experience as a director/staff in a licensed facility; 6 credit hours in Child Care, Child Development or Early Childhood Education; 6 credit hours in Business Management from an accredited college). The assistant has a high school diploma and experience working with children. The teacher has an elementary teaching certificate.

Staff training: On-site pre-employment orientation is provided about Minimum Standards for Day Care Centers, child abuse identification and reporting and emergency procedure. Staff are required to have First Aid, CPR, universal precautions, AIDS/HIV-Drug/Alcohol training as part of agency policy. Staff are also provided child development and curriculum training.

Child/staff interactions: The staff focus is on helping children increase their self-esteem. Enhancement of academic skills is also an emphasis. Staff interactions with children and each other help children learn and practice social skills. Children are given a maximum of individual attention.

Curriculum/activities: The goals of the KKAS centers is to provide academic assistance, social interaction, motor development, opportunities for creativity and building positive self-image, focusing especially on academically at-risk children. Curriculum is a combination of input from an off-site teacher, access to a resource/activity library, and the on-site involvement of a staff teacher who works on activities according to individual children's needs.

Physical environment: The site at Spur Elementary School uses the school gymnasium and an adjacent activities room, with tables accessible for snacks, homework and table games. The program at Aspermont Elementary School utilizes the school cafeteria. Both programs have use of the school playground.

Food service: Nutritious snacks are provided each day, according to U.S. Department of Agriculture guidelines. Both sites participate in the Child Care Food Program, which is administered by the Texas Department of Human Services using USDA funds.

Fees/funding: Fees vary according to the parent's income. The maximum fee is $33 for the after-school program. Most parents qualify for discounted rates of $18 per week or less, with a 10% discount for the second child in a family.

Funding is from a variety of sources, in addition to parent fees, including Texas Education Agency funds for academically at-risk children, the Texas Department of Human Services and the Child Care Management System for children in families who meet DHS qualifications.

Evaluations: Ongoing evaluation takes place in program planning and when administrative staff visits school sites. Yearly evaluation is conducted by administrative staff and parents.

Private Sector

■

Private Sector Initiatives
P.O. Box 2511
Houston, TX 77252
(713) 659-2511

Executive Director: Joel Bridges
Program Manager - Child Care: Cynthia Patton, Ph.D.
Name of program: After School Partnership

Program description: This was established as a model after-school program as a collaborative effort of the schools, families, the community and the private sector, to ensure a nurturing environment for children who otherwise might go unsupervised after school. All programs are licensed by the state Department of Human Services. Fourteen sites have been accredited by the National Academy for Early Childhood Programs.

History/background: In 1987 the Houston Committee for Private Sector Initiatives (now Private Sector Initiatives), in partnership with the Houston Independent School District, launched a model after-school program within the school system to address the latchkey problem in Houston. Non-profit agencies (YMCA, YWCA, Child Care Council of Greater Houston, and Gulf Coast Community Services) operate the program under the direction of the Private Sector Initiatives (PSI) Program Manager. Corporate partners sponsor the program by providing monetary support for scholarships, volunteers, technical assistance, special projects or events, equipment and materials. PSI, as the catalyst agency, is responsible for overall administration. The school district provides a certified teacher as tutor, and a stipend for the principal at each site, space, janitorial service and utilities.

Operation: Hours are after school from 3 - 6 p.m. on school days only.

Enrollment: Approximately 1,000 children are enrolled at twenty-six sites, all in public school facilities. Children must attend school at the campus where the program is located.

Ages/grades served: Kindergarten through fifth grade are accepted. Some prekindergartners are included when they attend afternoon Pre-K programs.

Staff/child ratio: A one-to-twenty staff child ratio is maintained.

Staff positions: Staff qualifications vary from agency to agency. All staff positions are filled by adults who understand school-age children's developmental needs and are provided the resources to help them. Staff positions include: activity coordinator, site director, project manager.

Staff training: Twenty hours of preservice training is provided, as well as ongoing on-the-job training and six hours of Saturday workshops. A training site provides for new staff and those needing additional training in specific areas. PSI contracts with a child-care management firm to do most of the training in areas such as using developmentally appropriate curriculum, materials and equipment; staff-child interactions; parent involvement; classroom management; guidance and discipline; nutrition and safety.

Child/staff interactions: Interactions provide opportunities for children to develop an understanding of self and others and are characterized by warmth, personal respect, individuality, positive support and responsiveness. Staff facilitate interactions to further social skills and intellectual growth. Children help plan and prepare activities and establish rules.

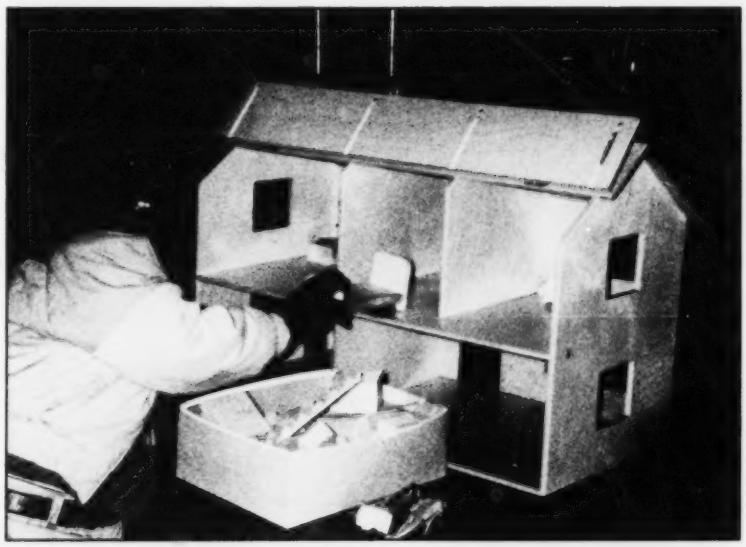
Curriculum/activities: Curriculum is based on the criteria for high quality programs developed by the Academy of Early Childhood Programs, the voluntary accreditation division of the National Association for the Education of Young Children. Activities are set up in learning centers and consist of both academic enrichment and recreational activities. The curriculum is consistent in all programs in terms of goals, objectives and program elements, but it is flexible enough to allow site staff to incorporate their own talents and skills into the program. The school district provides a certified teacher to assist children with homework and tutoring.

Physical environment: Programs are housed in elementary school cafeterias. Most materials are stored in portable hinged cabinets that are locked overnight and open out as dividers during hours of operation. Some storage space is made available by the schools. Staff arrives an hour before program begins in order to set up learning centers.

Food service: A nutritious snack is served every day, and children are educated about good eating habits. Staff encourage and assist the children in planning for and preparing snacks. Cooking activities are part of the regular curriculum. Some of the agencies involved receive a USDA food subsidy through the Child Care Food Program.

Fees/funding: Parent fees are a maximum of $5.00 per day, based on a sliding scale. Program costs of personnel, supplies and equipment, daily snacks and specialized program training are covered by parent fees and the corporate community. A sliding fee scale and scholarships are available.

Evaluation: An outside child-care management firm evaluates each program twice a year, conducting a comprehensive evaluation with input from parents, children and staff. The accreditation criteria for high-quality programs, as defined by the National Academy of Early Childhood Programs, serves as the basis for evaluation.



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Program for Middle School Children

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North East Independent School District
Community Education
2523 Bitters Rd.
San Antonio, TX 78217
(512) 657-8866

Director: Lynda Welch
Name of program:
Kid's Involvement Network (KIN)

Program description: This program provides academic enrichment, recreation and community service. It seeks to promote students' productivity in a structured setting. The program proposes to teach, tutor, counsel, remediate and motivate students to be challenged to stay in school, to achieve success in their scholastic endeavors and to value themselves as contributing members of society.

History/background: In 1988 a middle school Advisory Council identified a need for after-school activities and supervision for pre-adolescents in the school district. The district's Community Education program was charged with establishing such a program, and in 1989 Community Ed staff wrote a grant proposal for funds to assess needs and do the planning for the pilot project. This grant brought in Federal money through the Dependent Care Development Block Grant Program, which was used as "start-up" money for the first year of operation.

Operation: One middle school program operates before and after school (7:30-8:30 a.m. and 3:40-6 p.m.), on holidays and during the summer (8 a.m.-3 p.m.). A second program operates after school during the school year, from 3:40 until 6 p.m.

Enrollment: Two campus-based sites serve a total of 83 students, with each site serving only the students from that school.

Ages/grades served: Children ages 11-13 may enroll in the program. Special needs students are served as necessary, on a case-by-case basis.

Staff/child ratio: A ratio of one adult to fifteen children is maintained.

Staff positions: Certified teachers from the schools served are the caregivers. Aides who assist with program activities must have college credits.

Staff training: Training and staff development is done by the program's administrator and by educational and child-care consultants.

Child/staff interactions: Kid's Involvement Network provides a "security blanket" for students, and adult caregivers often become substitute parents for the children involved. Staff listen, nurture, provide guidance and act as positive role models for students.

Curriculum activities: The program includes academic opportunities and enrichment activities such as arts and crafts, drama, nature, gardening, nutrition and community service. Special sessions are offered on study skills, test-taking skills, speaking and listening tips, reading enrichment and computer-assisted instruction.

Physical environment: Classrooms are used for the program, with storage closets and file cabinets available for use by program staff. Other rooms in the school are available depending on the activity and the need.

The close collaboration between Community Education and the individual principals at the two campuses make it possible for the program to access more school space than in many situations.

Food Service: A nutritious snack is available each afternoon. Snack food is occasionally prepared by the students during a cooking activity. Other food is donated or purchased through the program budget.

Fees/funding: The program at one middle school is self-sustaining and has contributions from private businesses for scholarships. Fees in that program are $30 per week.

A Texas Education Agency grant subsidizes the program at the other middle school, and no fees are charged.

Evaluation: Evaluation is ongoing in both programs.

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Executive Director:
LaVerne Rodriguez
Program Manager:
Larry Connelly
Name of program:
Extend-A-Care

Program Description: The program is both educational and recreational.

History/background: Extend-A-Care was started in 1969 to serve low-income children after school. It operated at Hyde Park Presbyterian Church before it began utilizing school facilities in its third year of operation. By the late 1970's, Extend-A-Care was serving parents who were able to pay the full cost of care, in addition to low -income families.

The four school districts served by the program have varying concepts of their role. In two districts, the school contributes facilities as in-kind contributions to the program, while the other two districts charge a building use fee. Involvement of school personnel ranges from minimal to daily contact.

Operation: The program operates after school, during the summer and on some school holidays. The summer programs includes a limited number of sites selected to serve the lower number of children utilizing the program.

Hours of operation are from school dismissal to 6 p.m. during the school year, and from 7 a.m. to 6 p.m. during the summer and holidays when care is provided.

Multi-Facility Campus-Based Program Operated by a Non-Profit Organization

■

Extend-A-Care, Inc.
4001 Speedway
Austin, TX 78751
(512) 454-3651

Enrollment: Approximately 1,800 children at 43 sites are served during the school year, with numbers at specific sites varying according to availability of facilities and needs of the community. One to two schools generally are served at each site. During summer program, approximately 650 children are served. All programs are licensed by DHS.

Ages/grades served: Children from pre-kindergarten through sixth grade are served. Special needs students are accepted up to age 21, and are either integrated into programs or assigned to a site designated to provide care for children with more serious disabilities.

Staff/child ratio: A ratio of one staff per seventeen children is maintained at most centers. At centers that are specifically designated for developmentally disabled children, the ratio is one staff to three children. Maximum group size in a center is seventeen.

Staff positions: Each program is managed by a Site Manager, who supervises the Assistants and all aspects of the site program. Area Supervisors each have a cluster of sites for which they provide leadership. A Program Manager directs the entire operation and is the liaison between the local sites and the administrative staff. Staff substitutes are placed on staff to assist with covering centers.

The program recruits staff with child care experience, most of whom are students from area colleges and universities. The part-time hours, better-than-average wages and benefits attract more experienced staff.

Staff training: Each new staff member attends an orientation covering all areas required by licensing, then attends a three-day training program at a center designated for this purpose. Up to eighteen hours of in-service training is provided at the first of the school year. Workshops, including special training for summer staff, are held periodically throughout the school year. Area Supervisors and Site Managers provide individual on-the-job training.

Child/staff interactions: Staff receive training in guidance and skilled ways of talking with children. Evaluations of staff focus on their interactions with children. Each child has a primary caregiver, with whom he or she checks in and out each day. That caregiver also maintains contact with the child's

parents. An overall goal is to create a positive environment for the children, and adult interaction with children is an important tool to use in achieving this goal.

Curriculum/activities: As well as providing a safe environment and supervision by caring adults, Extend-A-Care focuses on the individual growth of the child and the development of positive self-image.

The objective of developing a positive self-image includes such things as making choices, learning responsibility, developing problem-solving skills and becoming increasingly self-reliant. The objective of individual growth includes encouraging cooperation, showing respect, developing relationships and developing and discovering leadership skills and abilities.

The heart of the curriculum is the interest centers. The five required centers are quiet/reading area, table games and puzzles, creative expression, dramatic play and construction. Other centers can be rotated into the curriculum depending on the interests of the children.

Curriculum resource materials are provided through a library that includes books for children, activity books for staff and general school-age background materials. Staff has created a resource book of activities and information which is used throughout the organization.

Physical environment: Extend-A-Care programs are housed in school cafeterias, with one center specifically for severely disabled students operating from a portable building on the school property.

At a typical site, staff sets up interest centers on cafeteria tables. They also use tables as dividers to define interest areas. Materials are stored in locked cabinets. Items used in one area are placed in baskets, tote trays and boxes, to facilitate set-up and clean-up.

Food service: The snack program follows guidelines set by the U.S. Department of Agriculture and the state's Minimum Standards for Day Care Centers. In addition to and exceeding these guidelines, Extend-A-Care makes sure snacks are nutritious and wholesome by controlling sugar, salt and fat content.

Menus are developed in the administrative office, food is ordered and stored in a central location, and program staff pick up food supplies on a weekly basis.

Fees/funding: Fees are on a sliding fee scale, with full fees ranging from $105 to $125 per month per child, depending on the school district served. During the summer, when all-day care is provided, a maximum fee of $130 is charged. Fee assistance is available for students who are eligible for the free or reduced-price school lunch program.

Funding for the program comes from parent fees, from governmental funding at local, state and federal levels, from private funding, from individual donations and through fund-raising projects such as the sale of holiday greeting cards.

Evaluation: Centers are evaluated by parents, children and school personnel. Supervisors visit sites at least weekly and evaluate Site Managers twice a year. Supervisors and Site Managers evaluate caregivers. The operational director and supervisors have planning meetings twice a year, as well as regular weekly meetings.

The Extend-A-Care Board and staff directors develop goals and objectives annually. An Advisory Council meets once a month for planning and evaluations. Funding sources and the DHS child development staff evaluate the agency's overall program regularly.

Program Operated by a Church

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Dripping Springs United Methodist Church
P.O. Box 99
Dripping Springs, TX 78620
(512) 858-5203

Director: Barbara Johnson
Name of program:
ASK (After School Kare)

Program description: This program is primarily recreational, with some enrichment aspects. Children are provided time and a place to do homework.

History/background: Problems and needs of latchkey children in this small rural community caught the attention of several members of the United Methodist Church, and one member with a particularly strong commitment to seeing some of the needs met made a point of being trained and designing a program that was presented to the church board for approval as a "mission" of the church. The purpose and philosophy of the program is to provide a safe environment with caring individuals to meet the needs of the child for physical comfort, positive peer interaction, fun, extended educational support, loving and caring guidance, and support for parents.

The program is sponsored by the church and governed by the church Administrative Board and the After School Kare Board, which consists of church members, parents and staff. The Administrative Director of the program, who is also a member of the church, is responsible for daily operation of the program including hiring and supervising staff.

Fifty percent of the children in the program are members of the church. The program is open to all children and no religious activities of any kind are part of the program.

Recommendations on the part of the organizers of this program are that the process be initiated and arranged by church members; that needs be clearly outlined; that use of the church facilities be clarified and assurances provided regarding maintenance and treatment of the physical plant; that church members who object be asked to serve the program in some capacity; that creativity be exercised in planning and asking for program and storage space and that planners be patient with the process.

Operation: The program operates only during the school year and only after school. All children ride the bus, which makes a stop at the church at about 3:25 p.m. The close of the program is 6:30 p.m.

Enrollment: Twenty-five children are cared for at the DHS licensed center.

Ages/grades served: Children age five through twelve are cared for. The upper end of the range includes an occasional middle-school student (sixth grade). Special needs children are served when appropriate.

Staff/child ratio: The program has an overall ratio of one teacher for each 10 children. Group staff/child ratios will vary according to age and activity.

Staff positions: A director, teacher, teacher's aide and cook comprise the staff. All meet DHS qualifications for their positions. Staff must also work within the program's philosophy of child care.

Staff training: The director has a Professional Administrator's Credential from the Texas Licensed Child Care Association. She trains new employees using DHS guidelines and the operating procedures of the facility. All staff attend training provided by the professional associations, and other training deemed pertinent or necessary. One staff person is required to be trained in CPR of Infants and Children and First Aid, and all other staff are encouraged to receive this training.

Child/staff interactions: The program is small and therefore very personal. Children interact with all the staff at different times during the afternoon. The physical environment and the size of the group is conducive to an atmosphere that is very "home-like", including snacks of just-out-of-the-oven cookies, milk and fruit several times a week. Children receive a maximum amount of positive attention from adults, who focus on self-esteem building with the children.

Curriculum/activities: A variety of activities is planned, and the program is flexible rather than highly structured. It is individual enough so that a child with a mild learning disability who needs more structure has his needs met, while children who function well with less structure are not limited. The atmosphere is relaxed and the children have a sense of well-being. Outside instructors use adjacent rooms for classes such as piano and gymnastics. No specific curriculum is used. The director provides resources for activities and assists the staff in planning the activities.

Physical environment: The church fellowship hall and kitchen are available for use by the program, as is the outdoor playground, which the program is assisting to expand. A large storage room is available. Tables and chairs are positioned for activities and snacks, and one part of the room is partitioned off by moveable dividers, creating space where homework can be done.

Food service: Three days a week snacks consist of home (or in this case, church) baked treats such as cookies or muffins. Milk or 100 percent juice is served each day. Fresh fruit is available at least one time a week, and Friday of each week is Popcorn Day. The children have cooking projects every other week.

Fees/funding: Fees are $85 per month for the first child in the family and $65 for siblings. Hourly rates are available for children who do not attend each day or who do not stay the entire length of the program day. The hourly rate is $3.00 for the first child in the family and $1.50 for siblings. Funding is through parent fees and limited contributions. Special temporary arrangements are usually made for families in emergency situations. A scholarship program is part of the policy of the program and will be activated as funds are available.

Evaluation: The program is formally evaluated twice yearly by the Administrative Board. The staff conducts informal weekly assessments of the program as part of the planning process.

OTHER PROGRAMS

Several other programs have features that may be interesting to organizers of new school-age child care services.

Grandparents Outreach, Inc. is an intergenerational school-age child-care program staffed by volunteers who are senior citizens. It is currently supported by the Children's Trust Fund of Texas and, until the end of the 1990-91 school year, by Jack-In-The-Box. It operates in a church facility in a largely Hispanic area of San Antonio. For more information contact:

Lou Ann Freas
Grandparents Outreach
P.O. Box 6188
San Antonio, TX 78209
(512) 822-4062

Pilot Point Independent School District is a rural district with one elementary school. The district is currently in the planning process, set to begin a program in the 91-92 school year, using state School Child Care Services Fund money for start-up costs. For more information contact:

Earl Tate, Superintendent
Pilot Point ISD
829 S. Harrison
Pilot Point, TX 76258-9584
(817) 686-5221

Lockhart Independent School District, with student enrollment about 3,000, has operated an after-school program for seventeen years through the Community Education department. For more information contact:

Susan Patton, Coordinator
After School Program
Rt. 1, Box 277-A
Lockhart, TX 78644
(512) 398-3225

Houston Adventure Play Association uses a European concept of allowing children to construct their own environments, through a hands-on application of safe, constructive, non-structured quality after-school learning achieved through play. Programs take place on playgrounds exclusively. For more information contact:

Flournoy Manzo, Executive Director
P.O. Box 540681
Houston, TX 77254-0681
(713) 522-8971

Clayton Child Care, Inc. in Ft. Worth is a multi-facility non-profit organization with programs operating not only in public schools but in private schools also. Contact:

Frankie McMurrey, Executive Director
2747 8th Ave.
Ft. Worth, TX 76110
(817) 926-9381

Stepping Stone Child Development Center is a for-profit child -care center that provides after-school programs in private and parochial schools. Contact:

Rhonda Paver
1710 Richcreek
Austin, TX 78757
(512) 459-0247

Self-Care Programs

Project Home Safe is a national outreach program developed by the American Home Economics Association and funded by the Whirlpool Foundation. The major goal is to train home economists and to provide them with the necessary technical resources to help local communities across the country develop and implement after-school programs for school-age children. Training includes information on programs to meet the needs of children and families in self-care, as well as informal child-care situations.

Project Home Safe opened a National School-Age Resource Center in 1988. The toll-free number for the center is 1-800-252-SAFE. Resource center materials are distributed at no cost.

In Texas the Agricultural Extension Service is involved with this project. Contact the Extension Home Economist for information regarding the program in a specific area of the state.

Phoneasaurus is a telephone "warmline" for children that is operated during after-school hours in Austin. It is operated by the Mental Health Association - Austin Area, and its first year has been funded by a grant from the Gannett Foundation. For more information contact:

Pam Richards, Director
8401 Shoal Creek Blvd.
Austin, TX 78758
(512) 454-4700

An Innovative Program in Virginia

Fairfax County, Virginia established a unique program in 1982 using funds provided through a grant from the Department of Health and Human Services. The "Family Day Care Check-In Program" for children ages 10 to 14 provides a program sponsored by an already existing community group that places children with trained family day care providers in their neighborhoods. Children are supervised through the Family Day Home during times designated by their parents. Children also are able to plan with their parents for times when they can play with friends, enjoy school or community activities or be alone in their own homes. This program provides preadolescents with flexible supervision and at the same time gives them to opportunity to grow more independent and responsible. For further information contact:

The Fairfax County Office for Children
11212 Waples Mill Road
Fairfax, VA 22030
(703) 691-3175

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RESOURCES

The following activities were established and are supported by the Federal Dependent Care Development Program through the Texas Department of Community Affairs.

The Texas Association for School-Age Care (TASAC) is a newly formed organization of persons concerned with all aspects of school-age children in care and their families. The Mission Statement reads: "The Texas Association for School-Age Care (TASAC) is a non-profit association of professionals dedicated to enhancing and facilitating developmentally appropriate care for school-age children outside the traditional school hours." Goals include advocacy, promotion of community awareness, training, resource development, information exchange and networking.

Contact Nancy Baker at the Corporate Child Development Fund, 4029 Capital of Texas Highway South, Suite 102, Austin, TX 78704-7920, phone (512)440-8555.

FIND OUT - The Child and Family Clearinghouse of Texas - operated by the Corporate Child Development Fund provides resource information on programs for children and families. It is a computer-managed resource consisting of three databases: **CHECK-IT-OUT** is a lending library that consists of books, videos and other materials which can be checked out for a designated period of time. The Experts Database is a list of individuals who are experts in their fields and are available for consultations, presentations, workshops and seminars. The Resource Agencies and Organizations Database is a list of agencies and organizations involved in child care, and the names of contact persons for each organization.

Membership is required for access to the databases. A 1-800 number serves members and grant recipients with whom the Corporate Child Development Fund is working.

Call Bibi Lobo Somyak at (512) 440-8555 for additional information.

Survey of School-Age Child Care In Texas. A survey assessing the availability of school-age child care programs in Texas is underway, with results expected to be published in the summer of 1991. The survey addresses two issues: 1) The response of large school districts (5,000 or more student population) to the mandates for public hearings passed by the 71st Legislature and 2) where school-age child care is provided throughout the state and how it works.

For further information, contact Nancy Baker at the Corporate Child Development Fund.

APPENDIX 1

S.B. 913

an Act
relating to child care provided by public schools and to the creation of the school child care services fund.

BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF TEXAS:

SECTION 1. Subchapter Z, Chapter 21, Education Code, is amended by adding Section 21.928 to read as follows:

Section 21.928 PUBLIC SCHOOL CHILD CARE. (a) In this section, "school-age students" means children enrolled as students in prekindergarten through grade 7.

(b). Beginning with the 1990-1991 school year, each school district that on September 1 of a scholastic year has a student membership of more than 5,000 and that does not provide directly or by contract child care services before and after the school day and during school holidays and vacations for the district's school-age students shall annually consider, during at least two public hearings, the need for and availability of child care before, after, or both before and after the school day and during school holidays and vacations for the district's school-age students.

(c) The district shall effectively publicize the hearings and hold all the hearings before the start of the school year. The Texas Department of Community Affairs, not later than May 1 of each year, shall distribute to each school district described in Subsection (b) of this section information that describes model school-age child care programs and explains how a school district may obtain funds through the federal Dependent Care Development Grant program or other grant programs that are administered by the Department of Community Affairs. A school district shall distribute the information received from the Department of Community Affairs to the public at a hearing.

(d) The school child care services fund is established in the state treasury. The fund consists of money appropriated to the fund, of transfers made under Subsection (e) of this section, and of gifts, grants or donations to the fund. The Department of Community Affairs may apply for and accept gifts, grants and donations for that purpose. The fund shall be used to pay the costs of implementing school-age child care before and after the school day and during school holidays and vacations for a school district's school-age students. Eligible use of funds shall include planning, development, establishment, expansion or improvement of child care services and reasonable start-up costs. The Department of Community Affairs shall administer the fund with the advice of the Central Education Agency. The Department of Community Affairs by rule shall establish procedures and eligibility requirements for distributing money from the fund. Subject to the eligibility requirements established by rule, the Department of Community Affairs may distribute money from the fund to any school district. The Department of Community Affairs may distribute money appropriated from the fund to pay all or part of the fees charged for providing services to students who have been identified as potential dropouts. The Department of Community Affairs shall assist school districts in the development and evaluation of child care services.

(e) The comptroller shall determine the amount of employer contributions that the state would have paid on amounts excluded from the compensation paid to persons by state warrants subject to the employee tax under the Federal Insurance Contributions Act (26 U.S.C. Section 3121 et seq.) for dependent care assistance expenses under Section 125 or 129, Internal Revenue Code of 1986 (26 U.S.C. Section 125 or 129). The comptroller shall transfer 50 percent of that amount to the school child care services fund. The transfer shall be made from each fund used to pay compensation to people who receive state warrants in proportion to the amount of savings attributable to each fund because of exclusion of dependent care assistance benefits.

SECTION 2. This Act takes effect September 1, 1989.

SECTION 3. The importance of this legislation and the crowded condition of the calendars in both houses create an emergency and an imperative public necessity that the constitutional rule requiring bills to be read on three several days in each house be suspended, and this rule is hereby suspended.

APPENDIX 2

Implementing Regulations

School Child Care Services Fund

I. Description of School Child Care Services Fund

A. Statutory authority: In 1989 the 71st Texas Legislature amended Chapter 21 of the Texas Education Code, to establish the School Child Care Services Fund in the state treasury. Funding for this program is based upon the payroll tax savings accruing to the state as a result of state employees' participation in the dependent care services portion of the state's cafeteria benefits plan.

B. Purpose: The purpose of the School Child Care Services Fund is to provide funds to help pay the costs of implementing school-age child care before or after, or before and after, the school day and on school holidays and vacations for a school district's school-age children. Funds may be used for:

1. planning, development, establishment, expansion or improvement of child-care services;

2. reasonable start-up costs; and,

3. all or part of the fees charged for providing services to students who have been identified as potential dropouts according to the Texas Education Agency criteria.

II. Administration of the School Child Care Services Fund

A. The Texas Department of Community Affairs shall administer the School Child Care Services Fund with the advice of the Texas Education Agency. The Department of Community Affairs by rule shall establish procedures and eligibility requirements for distributing money from the fund and shall distribute money to eligible school districts depending on the availability of funds.

Public school districts accredited by the Texas Education Agency are eligible for funds.

III. Allowable Expenditures

A. Planning, development and establishment of new programs to provide school-age child care;

B. Expansion or improvement of existing programs;

C. Reasonable start-up costs of a program; and,

D. All or part of the fees charged for providing services to students who have been identified as potential dropouts.

IV. Unallowable Expenditures

A. Cost of operating program, including subsidies for direct services except as designated in Section III.D;

B. Construction and/or renovation; and,

C. Matching funds for federal or state funds.

V. Definitions

A. The term "reasonable start-up costs" means a sum not to exceed 25 percent of the total amount requested, to be used for supplies and equipment, and a sum not to exceed 15 percent of the total amount requested, to be used for wages and fringe benefits for not more than three part-time caregivers.

B. The term "supplies and equipment" means items that include, but are not limited to, necessary furniture, including a desk and file cabinet; resource materials and curriculum for administrators and caregivers; books, periodicals, audio-visual materials and equipment for use by children; recreational, enrichment and educational toys, games and supplies necessary for provision of developmentally appropriate non-academic activities both indoors and outdoors; health and safety supplies such as first aid equipment and fire extinguishers; and equipment necessary for the administration of a program, such as a telephone line and instrument, basic office supplies and locking storage cabinets.

C. The term "potential dropout" is used in the same manner as the term "at risk", and is defined by the State Board of Education in Chapter 19, Section 76.195 of the Texas Administrative Code, which outlines rules for alternatives to social promotion, and by the Texas Education Code, Section 11.205, Sub Chapter A, which refers to dropout reduction. Not more than 15 percent of the contract total may be used to pay all or part of the fees charged for providing services to students who have been identified as potential dropouts.

D. The term "eligible school districts" means those public school districts that have current accreditation from the Texas Education Agency.

E. The term "school-age students" means public school students in grades pre-kindergarten through grade 7, or students whose chronological age may be up to age 21 but whose mental age falls within the defined age range.

F. The term "part-time caregiver" means individuals who work no more than 20 hours per week in activities directly related to preparing for child care or in providing direct care to school-age children during program hours.

VI. Procedure for Accessing Funds

Funds will be distributed by means of a statewide competitive request for proposal process through the administering agency, the Texas Department of Community Affairs.

VII. Enrollment Provisions

A school district receiving funds from the School Child Care Services Fund must not discriminate in enrollment on the basis of race, color, national origin, sex, religion or handicapping condition.

APPENDIX 3

Implementing Regulations

Summary: FY 1989 funds are available for grants to States (including the District of Columbia, the Commonwealth of Puerto Rico, Guam, American Samoa, the Virgin Islands, the Commonwealth of the Northern Mariana Islands, and the Republic of Palau). These grant funds may be used only for the planning, development, establishment, expansion or improvement of (1) state and local dependent care resource and referral systems, and (2) programs to furnish school-age child-care services before and after school in public or private school facilities or in community centers in communities where school facilities are not available.

This Notice sets forth the requirements and application process for these grants.

Dependent Care Planning and Development

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pages 15862-66

Supplementary Information: Background

Pub. L 98-558, the Human Services Reauthorization Act of 1984 (98 Stat. 2880), was enacted October 30, 1984. Subchapter D of that Act is entitled "Grants to States for Planning and Development of Dependent Care Programs and for Other Purposes." We will refer to subchapter D as "the Act" in this Notice.

The purpose of this new program is to provide States with funds for activities in two specific areas: activities related to dependent care resource and referral systems, and activities related to school-age child care services. In each of these two areas, funds may be used to assist in the planning, development, establishment, expansion or improvement of services. However, funds may not be used for cost of operation of any resource and referral system or any before or after school child-care program established, expanded or improved under the Act; to make cash payments to intended recipients of services; to subsidize direct provision of services; to pay for construction or renovation; or to be used as matching funds for Federal funds. Forty percent of funds must be used for activities related to dependent care resource and referral systems and sixty percent for activities related to school-age child-care services.

Availability of Funds, Eligibility, Matching and Fiscal Requirements

The Department's FY 1986 appropriation bill, Publ. L 99-178, appropriated $5 million to implement this program. Pub. L. 99-177, the Gramm-Rudman-Hollings legislation, reduces this appropriation to $4.785 million.

Funds are allotted to the States based on the formula in section 670B of the Act. States eligible for these grants are defined in section 670G (1)...Each State shall receive an amount that bears the same ratio to the total amount appropriated as the population of the State bears to the population of all States, except that no State will receive less than $50,000. The $50,000 minimum does not apply to the eligible Territories and Insular Areas...

Section 670D(c)(1) of the Act requires that the Federal share of any project supported under this program shall not exceed 75 percent, thus requiring 25 percent State matching funds.

These funds must be administered in compliance with 45 CFR Part 74, the Department's rule on administration of grant funds...

Summary of Requirements

This legislation contains many specific and detailed requirements, including cross references to definitions and requirements in a variety of other statutes. For ease of comprehension and administration, we have repeated the requirements here with appropriate statutory citations. (We note that section 670E(d) contains an erroneous cross-reference to section 1906(a)(1)-(5) of the Public Health Service Act. Only paragraphs (a)(1) and (a)(2) of section 1906 exist and are included here.

The chief executive officer of each State must designate an agency to administer these funds. If the agency designated is not a State or local education agency, the designated agency must have an agreement with the State or local education agency, the designated agency must have an agreement with the State or local education agency, institution of higher education or community center to carry out certain specified requirements. (Section 670D(b)(2)A).)

A. Definitions

(1) The term "community center" means facilities operated by non-profit community-based organizations for the provision of recreational, social or educational services to the general public (section 670G(1).

(2) The term "dependent" means:

(a) An individual who has not attained the age of 17 years;

(b) An individual who has attained the age of 55 years; or

(c) An individual with a developmental disability (section 670G(2).)

(3) The term "developmental disability" means a severe chronic disability of a person which (a) Is attributable to a mental or physical impairment or combination of mental and physical impairments;

(b) Is manifested before the person attains age 22;

(c) Is likely to continue indefinitely;

(d) Results in substantial functional limitations in three or more of the following areas of major life activity: (1) Self-care, (2) receptive and expressive language, (3) learning, (4) mobility, (5) self-direction, (6) capacity for independent living, and (7) economic self-sufficiency; and

(e) Reflects the person's need for a combination and sequence of special, interdisciplinary or generic care, treatment or other services which are of lifelong or

extended duration, and are individually planned and coordinated. (Section 670G(3) of the Act and section 1-2(7) of the Developmental Disabilities Assistance and Bill of Rights Act.)

(4) The term "equipment" includes machinery, utilities and building equipment and any necessary enclosure or structures to house them, and includes all other items necessary for the functioning of a particular facility to provide educational services, including items such as instructional equipment and necessary furniture; printed, published and audiovisual instructional materials; and books, periodicals, documents and other related materials. (Section 670G(4) of the Act and section 198(a)(8) of the Elementary and Secondary Education Act of 1965.)

(5) The term "institution of higher education" means an educational institution in any State that (1) admits as regular students only persons having a certificate of graduation from a school providing secondary education, or the recognized equivalent of such a certificate, (2) is legally authorized within such State to provide a program of education beyond secondary education, (3) provides an educational program for which it awards a bachelor's degree or provides not less than a two-year program which is acceptable for full credit toward such a degree, (4) is a public or other non-profit institution, and (5) is accredited by a nationally recognized accrediting agency or association, or if not so accredited, (A) is an institution that the Secretary has determined that, considering the resources available to the institution, the period of time, if any, during which it has operated, the effort it is making to meet accreditation standards, and the purpose for which this determination is being made, there is satisfactory assurance that the institution will meet the accreditation standards of such an agency or association within a reasonable time, or (B) is an institution whose credits are accepted, on transfer, by not less than three institutions which are so accredited, for credit on the same basis as if transferred from an institution so accredited. Such term also includes any school that provides not less than a one-year program of training to prepare students for gainful employment in a recognized occupation and that meets the provision of clauses (1), (2), (4), and (5). Such term also includes a public or nonprofit private educational institution in any State which, in lieu of the requirement in clause (1), admits as regular students, persons who are beyond the age of compulsory school attendance in the State in which the institution is located, and who have the ability to benefit from the training offered by the institution. For purposes of this definition, the Secretary (of the Department of Education) shall publish a list of nationally recognized accrediting agencies or associations which he determines to be reliable authority as to the quality of training offered. (Section 670G(5) of the Act and section 1201(a) of the Higher Education Act of 1965.)

(6) The term "local education agency" means a public board of education or other public authority legally constituted within a State for either administrative control or direction of, or to perform a service function for, public elementary or secondary schools in a city, county, township, school district, or other political subdivision of a State, or such combination of school districts or counties as are recognized in a State as an administrative agency for its public elementary or secondary schools. Such term includes any other public institution or agency having administrative control and direction of a public elementary or secondary school. (Section 670G(6) of the Act and section 198(a)(10) of the Elementary and Secondary Education Act of 1965.)

(7) The term "school-age children" means children aged five through thirteen. (Section 670G(7) of the Act.)

(8) The term "school facilities" means classrooms and related facilities used for the provision of education. (Section 670G(8) of the Act.)

(9) The term "Secretary" means the Secretary of Health and Human Services. (Section 670G(9) of the Act.)

(10)The term "State educational agency" means the officer or agency primarily responsible for the State supervision of public elementary and secondary schools. (Section 670G(11) of the Act and section 198(a)(17) of the Elementary and Secondary Education Act of 1965.)

B. Use of Allotments

1. Information and Referral Systems

Subject to the limitations listed below, 40 percent of the funds allotted to each State shall be available for the planning, development, establishment, expansion, or improvement, directly or by grant or contract with public or private entities, of State and local resource and referral systems to provide information concerning the availability, types, costs and locations of dependent care services.

The information provided by any such system shall include -

(a) The types of dependent care services available, including services provided by individual homes, religious organizations, community organizations, employers, private industry and public and private institutions;

(b) The costs of available dependent care services;

(c) The locations in which dependent care services are provided;

(d) The forms of transportation available to such locations;

(e) The hours during which such dependent care services are available;

(f) The dependents eligible to enroll for such dependent care services; and

(g) Any resource and referral system planned, developed, established, expanded or improved with amounts paid to a State under the Act.

In carrying out clause (g) of the previous sentence, no information shall be included with respect to any dependent care services which are not provided in compliance with the laws of the State and localities in which such services are provided. (Section 670D(a) and (c) of the Act.)

2. School-Age Child Day Care

Subject to the limitations listed below, 60 percent of the funds allocated to each State shall be available for the planning, development, establishment, expansion or improvement by the States, directly, or by grant or contract with public agencies or private non-profit organizations of programs to furnish school-age child-care services before and after school in public or private school facilities or in community centers in communities where school facilities are not available. (Section 670D(b) and (c)(2) of the Act.)

3. Limitations on the Use of the Funds

A State may not use these funds to -

(1) Pay the costs of operation of any resource and referral system or before-or after-school child-care program established, expanded or improved with funds under the Act;

(2) Make cash payments to intended recipients of dependent care services including child-care services;

(3) Subsidize the direct provision of dependent care services including child-care services;

(4) Pay for construction or renovation; or

(5) Satisfy any requirement for the expenditure of non-Federal funds as a condition for the receipt of Federal funds. (Section 670(d) of the Act.)

4. Administrative Cost Limitation

Not more than 10 percent of each State's allotment may be used for the cost of administration. (Section 670D(e)(2) of the Act.)

5. Non-Duplication of Programs

Projects supported with funds under this program to plan, develop, establish, expand or improve a State or local resource and referral system of before-or after-school child-care program shall not duplicate any services that, prior to the date of enactment of the Act, are provided by the State or locality which will be served by such system. (Section 670D(f) of the Act.)

C. Application and Description of Activities; Requirements

In order to receive an allotment under section 670B, each State shall submit an annual application to the Office of Human Development Services at the address specified above. There is no application kit; the State's application may be in the format of its choice. It must, however, be signed by the chief executive officer of the State, and contain the following certifications, assurances and information:

1. Certifications

a. The State agrees to use the funds allotted to it under section 670B in accordance with the requirements of the Act. (Section 670E(b)(1) of the Act.)

b. The State agrees that Federal funds made available under section 670C for any period will be so used as to supplement and increase the level of State, local and other non-Federal funds that would, in the absence of such Federal funds, be made available for the programs and activities for which funds are provided under that section and will in no event supplant such State, local and other non-Federal funds. (Section 670E(b)(2) of the Act.)

2. Assurances

a. In the case of an applicant that is not a State or local educational agency, the applicant for these funds has or will enter into an agreement with the State or local educational agency, institution of higher education or community center containing provisions for -

(i) the use of facilities for the provision of before-or after-school child-care services (including such use during holidays and vacation periods),

(ii) the restrictions, if any, on the use of such space, and

(iii) the times when the space will be available for the use of the applicant. (Section 670D(b)(2)(A) of the Act.)

b. The parents of school-age children will be involved in the development and implementation of the program for which assistance is sought under the Act. (Section 670D(b)(2)(C) of the Act.)

c. The applicant is able and willing to seek to enroll racially, ethnically and economically diverse as well as handicapped school-age children in the child-care service program for which assistance is sought under the Act. (Section 670D(b)(2)(D) of the Act.)

d. The child-care program is in compliance with State and local licensing laws and regulations governing day-care services for school-age children to the extent that such regulations are appropriate to the age group served. (Section 670E(b)(2)(E) of the Act.)

e. Other assurances as the Governor may reasonably require to carry out the provisions of this Act. (Section 670D(b)(2)(F) of the Act.)

3. Information

a. An estimate of the costs of the establishment of the child-care service program in the public or private school facilities or community centers. (Section 670D(b)(2)(B) of the Act.)

b. A description of the intended use of the payment the State will receive under section 670C including information on the programs and activities to be supported. (Section 670D(c) of the Act.)

D. Annual Report Requirements

Each State shall prepare and submit to the Secretary an annual report on its activities under this program. Such reports shall contain information so that the Secretary can:

(1) Determine whether funds were expended in accordance with the requirements of this statute;

(2) Secure a description of the projects, programs and services assisted by funds made available under section 670B, including a summary of the services which were provided, the providers of such services, and the individuals who received such services; and

(3) Secure a record of the purposes for which the funds were spent, of the recipients of such funds, and of the progress made toward achieving the purposes for which the funds were provided. (Section 1906(a)(1) of the Public Health Service Act.)

The annual report on the use of these FY 1986 funds is due to the Department of Health and Human Services, Office of Human Development Services by December 30, 1988.

E. Public Review Requirements

The description of the intended use of the State's allotment shall be made in such a manner as to facilitate comment from any person (including any Federal or other public agency) during development of the description and after its transmittal. The description shall be revised (consistent with the provisions of the Act) until September 30, 1987, as may be necessary to reflect substantial changes in the programs and activities assisted by the State under this subchapter, and any revision shall be subject to the requirements of the preceding sentence. (Section 670E(c) of the Act.)

Copies of the annual report shall be provided, upon request, to any interested person (including any public agency). (Section 670E(d) of the Act and section 1906(a)(1) of the Public Health Service Act.)

Copies of the annual report and the audit shall be made available for public inspection within the State. (Section 670E(d) of the Act and section 1906(b)(4) of the Public Health Service Act.)

F. Additional Requirements and Provisions

1. Potential Reduction in State Allotments

The secretary, at the request of a State, may reduce the amount of payments under section 670B by:

(i) The fair market value of any supplies or equipment furnished the State, and

(ii)The amount of the pay, allowances, and travel expenses of any officer or employee of the Government when detailed to the State and the amount of any other costs incurred in connection with the detail of such officer or employee, when the furnishing of supplies or equipment or the detail of an officer or employee is for the convenience of and at the request of the State and for the purpose of conducting activities described under the Act. The amount by which any payment is so reduced shall be available for payment by the Secretary of the costs incurred in furnishing the supplies or equipment or in detailing the personnel, on which the reduction of the payment is based, and the amount shall be deemed to have been paid to the State. (Section 670E(d) of the Act and section 1903(b) of the Public Health Service Act.)

2. Fiscal controls

Each State shall establish fiscal control and fund accounting procedures as may be necessary to assure the proper dispersal of and accounting for Federal funds paid to the State under section 670B. (Section 670E(d) of the Act and section 1906(b)(1) of the Public Health Services Act.)

3. Audits

Each State shall conduct audits of this program in accordance with the provisions of the Single Audit Act of1984, OMB Circular A-128, and 45 CFR Part 74.62. In general, audits must be conducted annually by independent auditors based on generally accepted government auditing standards. The audits or series of audits typically will cover the entire operations of a State and should be submitted to the HHS Regional Inspector General for Audit in the HHS region in which the State is located. (Section 670E(d) or the Act cross-references section 1906(b)(2) of the Public Health Service Act of 1984.)

4. Repayment

Each State shall, after being provided by the Secretary with adequate notice and opportunity for a hearing within the State, repay to the United States amounts found not to have been expended in accordance with the requirements of this part or the certifications provided by the State under section 670E. If such repayment is not made, the Secretary shall, after providing the State with adequate notice and opportunity for a hearing within the State, offset such

amounts against the amount of any allotment to which the State is or may become entitled under this program.(Section 670E(d) of the Act and Section 1906(b)(3) of the Public Health Service Act.)

5. Comptroller General Review

The Comptroller General of the United States shall from time to time evaluate the expenditures by States of grants under this Act in order to assure that expenditures are consistent with the provisions of the Act. (Section 670E(d) of the Act and section 1906(b)(5) of the Public Health Service Act.)

6. Withholding

The Secretary shall, after adequate notice and an opportunity for a hearing conducted within the affected State, withhold funds from any State that does not use its allotment in accordance with the requirements of this part of the certifications provided under section 670E. The Secretary shall withhold such funds until the Secretary finds that the reason for the withholding has been removed and there is reasonable assurance that it will not recur.

The Secretary may not institute proceedings to withhold funds under this program unless the Secretary has conducted an investigation concerning whether the State has used its allotment in accordance with the requirements of this part or the certifications provided under section 670E. Investigations required by this paragraph shall be conducted within the affected State by qualified investigators.

The Secretary shall respond in an expeditious manner to complaints of a substantial or serious nature that a State has failed to use funds in accordance with the requirements of this part or certifications provided under section 670E.

The Secretary shall conduct in several States in each fiscal year investigations of the use of funds received by the States under the Act in order to evaluate compliance with the requirements of the Act.

The Secretary may not withhold funds under this program from a State for a minor failure to comply with the requirements of this part of certifications provided under section 670E.

The Comptroller General of the United States may conduct investigations of the use of funds received under this part by a State in order to ensure compliance with the requirements of this part and certifications provided under section 670E.

Each State, and each entity that has received funds from an allotment made to a State under the Act, shall make appropriate books, documents, papers and records available to the Secretary or the Comptroller General of the United States, or any of their duly authorized representatives, for examination, copying or mechanical reproduction on or off the premises of the appropriate entity upon a reasonable request therefor.

In conducting any investigation in a State, the Secretary or the Comptroller General of the United States may not make a request for any information not readily available to such State or an entity which has received funds from an allotment made to the State under this part or make an unreasonable request for information to be compiled, collected or transmitted in any form not readily available. The previous sentence does not apply to the collection, compilation or transmittal of data in the course of a judicial proceeding. (Section 670E(d) of the Act and section 1907 of the Public Health Service Act.)

7. Nondiscrimination

(a)(1) For the purpose of applying the prohibitions against discrimination on the basis of age under the Age Discrimination Act of 1975, on the basis of handicap under section 504 of the Rehabilitation Act of 1973, on the basis of sex under title IX of the Education Amendments of 1972, or on the basis of race, color or national origin under title VI of the Civil Rights Act of 1964, programs and activities funded in whole or in part with funds made available under this part are considered to be programs and activities receiving Federal financial assistance.

(2) No person shall on the ground of sex or religion be excluded from participation in, be denied the benefits of or be subjected to discrimination under any program or activity funded in whole or in part with funds made available under this part. (Section 670E(d) of the Act and section 1908 of the Public Health Service Act.)

(3) Each applicant is required to have on file with the Department of Health and Human Services an assurance of the requirements in paragraphs (a)(1) and (2) above before receiving Federal financial assistance under the Act.

(b) Whenever the Secretary finds that a State, or an entity that has received a payment from an allotment to a State under this program, has failed to comply with a provision of law referred to in paragraph (a)(1), with paragraph (a)(2) above, or with an applicable regulation (including one prescribed to carry out paragraph (a)(2), the Secretary shall notify the chief executive officer of the State and shall request him to secure compliance. If within a reasonable period of time, not to exceed sixty days, the chief executive officer fails or refuses to secure compliance, the Secretary may:

(1) Refer the matter to the Attorney General with a recommendation that an appropriate civil action be instituted;

(2) Exercise the powers and functions provided by title VI of the Civil Rights Act of 1964, the Age Discrimination Act of 1975 or section 504 of the Rehabilitation Act of 1973, as may be applicable; or

(3) Take such other action as may be provided by law.

(c) When a matter is referred to the Attorney General pursuant to paragraph (b)(1) or whenever he has reason to believe that a State or an entity is engaged in a pattern or practice in violation of a provision of law referred to in paragraph (a)(1) or in violation of paragraph (a)(2), the Attorney General may bring a civil action in any appropriate district court of the United States for such relief as may be appropriate, including injunctive relief. (Section 670E(d) of the Act and section 1908 of the Public Health Service Act.)

8. Criminal Penalty for False Statements

Whoever -

(a) Knowingly and willfully makes or causes to be made any false statement or representation of a material fact in connection with the furnishing of items or services for which payment may be made by a State from funds allotted to the State under the Act or

(b) Having knowledge of the occurrence of any event affecting his initial or continued right to any such payment conceals or fails to disclose such event with an intent fraudulently to secure such payment either in a greater amount than is due or when no such payment is authorized, shall be fined not more than $25,000 or imprisoned for not more than five years or both. (Section 670E(d) of the Act and section 1909 of the Public Health Service Act.)

Notification Under Executive Order 12372

This program is covered under Executive Order 12372 "Intergovernmental Review of Federal Programs," for State plan consolidation and simplification only (45 CFR 100.12). The review and comment provisions of the Executive Order and Part 100 do not apply.

AMENDMENTS

The following summarizes changes made to the State Dependent Care Development Grants Act, 42 USC 9871, by the Augustus F. Hawkins Human Services Reauthorization Act of 1990 (Public Law 101-501).

In section B. 2. (page 80), referring to the requirement for 60 percent of the funds to be allocated for school-age child care, the law has been amended to allow a waiver of the percentage requirement upon request by the state administering agency.

This amendment also deletes the requirement that before-and after-school child care must be provided in public or private schools or community centers.

In Section B. 3 (1). (page 80), referring to limitations on the use of the funds, the law has been amended to allow a State to use funds for operating before-and after-school child-care services and resource and referral systems

In Section B. 3. (3), (page 80) referring to allowable expenses, the law is amended to allow the use of allotments to cover operational costs of child care services to enable children whose families lack adequate financial resources to participate in before or after-school child care programs.

The amendment also affects report requirements (Section D), to expand on the amount and type of reports submitted by the administering agency, which will in turn affect the reporting of grant recipients to the Texas Department of Community Affair.

APPENDIX 4

Standards Clarification

This clarification pertains to facilities providing only before- and after-school care.

After-school care is defined as care provided before and after the usual school day for more than 12 children ages 5 through 13 years and for children of other ages enrolled in a public school. These facilities may also be providing full-day care for the same children on school holidays, teacher work/conference days, and during summer vacation.

The following standards from Minimum Standards for Day Care Centers will be enforced as noted. All other standards will have the same enforcement as for other day-care centers.

1200,1. When after-school care is provided in a public school setting, the prominent place may be a notebook available to all who come into the facility. The facility may place a copy of the license in the notebook and keep the original on file at the facility. The facility may display a copy of its license on the door or wall, in a manner visible to all who come into the facility.

1200,1.c. If children are not present during meal time, only snacks will be served. Snack menus are required.

Texas Department of Human Resources
Licensing Division
Standards Clarification Memorandum Series
Date: January 28, 1988
Number: DC 88-2

1300,2.b. The telephone number of the school is not necessary if all children attend school where the after-school care is located or provided.

1300,2.g. If the information required for 1300,2.k. is present, no additional information is required.

1300,3.a. The governing body may develop, with input from licensing staff, its own booklet containing appropriate material from "A Parent's Guide to Day Care." The facility must give a copy to the licensing representative so that Department staff can be a medium for sharing "good" ideas.

2100,1.a,c,d, & e. Experience in a licensed, accredited, or certified school or center meets the experience requirements.

2100,1.a. & e. The credit hours or workshop hours may have been in elementary education or children's recreation, as well as in child development or early childhood education.

2300,10. Adequate supervision is needed to ensure the safety of children at all times.

Older children may go to the bathroom or move from the classroom to the outdoor play area unaccompanied depending on the location and surroundings. Older children may be alone for other brief periods of time, such as when taking a message to the school office. Prudent judgment must be exercised to ensure the children's safety.

Generally, younger children must be directly supervised in similar circumstances.

2400,3. The in-service training hours for the director and staff may also include elementary education, or children's recreation.

2500,1. Since no infants will be in the program, the first section of the staff/child ratio chart will not apply, and a facility will begin using the chart at the level of the age of the youngest child in care. However, in a program that cares for children with special needs, then developmental or mental age applies.

2500,1.a. The first two sentences do not apply, and the standard then states: up to 35 children may be in regular classroom activities, if the staff/child ratio is maintained.

2500,1.d. Since there are no infants in these programs, this standard will not apply.

3100,3. Facilities may use the playground regardless of whether the fence complies. Environmental safety should be considered by licensing staff when evaluating compliance with standard 4300,1.

3200. Combine Standards 2 and 3 to read: Children have comfortable arrangements for rest when they are in care for more than seven hours. The center must ensure that all rest equipment and furnishings are clean and sanitary. Linens must be washed before a different child uses them and when soiled.

3400,1. Delete the sentence: Bathroom doors must have no locks within the children's reach.

4100,2. When facilities are operated in public schools, the licensee should contact the fire authority which inspects the public schools to ensure that fire inspections are done annually in all of the public schools in which that licensee operates after school care facilities. The licensee asks the fire authority to send one letter annually attesting to the fact that all public schools in which the after-school care centers operate have been inspected, that gas pressure tests were administered, and that these facilities have passed the inspections. Any inspection the school had complies for day care also. The licensee asks the fire authorities to notify the licensee if any school fails an inspection or presents a hazard to children. Licensing staff will help coordinate or provide support, if needed, to ensure that such information is obtained.

4200,1. This standard would be enforced in the same way with the local sanitation authority as the previous standard with the fire department.

4300,1.a. Delete

4300,2. When the facility is operated in a public school, and if all children in care are in the same school during the day, there will be no standards violation for them to use any equipment they are permitted to use during the school day. Supervision appropriate to the activity and the ages and numbers of children must be provided.

5100,1. Delete, since there are no pre-school age children in care.

5200,1. This standard does not apply in after-school care, because the child comes from school; see Standard 5200,2.

6200.1. The center must ensure that food is nutritious and is served in adequate variety and amounts. In most centers, this is afternoon snack only.

6200,1.b. All children must have regular meals and snacks. For days when children in care are not present during meals, the only part of Standard 1 that is enforced is a requirement for an adequate snack to be served or available each afternoon. When children are in care during meals, the center must assure that the child has nutritious meals. The menus for food served must be maintained for 30 days.

7100,1.a. The center must provide physical care routines appropriate to each child's developmental needs. Space must be provided for quiet activities, including studying.

7300. No standards in this section are in effect unless there are children who are developmentally younger than 18 months of age.

7500. Night care is not provided in this type of facility.

7700. References to infants and children younger than two years old do not apply. Seat belts are not required in school buses whose gross vehicular weight rating is in excess of 10,000 pounds.

7700,6. The classroom staff/child ratio must be met while transporting children.

APPENDIX 5

Sample Forms

Sample
Application for Employment

Date_____ Position_____

Name_____
(last) (first) (middle)

Address_____ZIP_____

Phone( )_____ Message number ( ) _____

Other name(s) you have been known by _____

_____

Social Security number_____

Educational background:

Name of school/college	Location	Dates	Degree/Cert.

Special training:

_____

_____

Work Experience: Include volunteer work you have done.

Employer_____ Address_____

Phone ( ) _____ Supervisor_____

Position_____ Dates _____

Reason for leaving _____

_____

_____

Employer_____ Address_____

Phone ( ) _____ Supervisor_____

Position_____ Dates _____

Reason for leaving _____

_____

Employer_____ Address_____

Phone ( ) _____ Supervisor_____

Position_____ Dates _____

Reason for leaving _____

_____

Personal References: (three other than family members)

Name_____Title_____Phone( )_____

Name_____Title_____Phone( )_____

Name_____Title_____Phone( )_____

Special skills applicable to this job_____

_____

Have you ever been convicted of any of the following:

1. a felony or misdemeanor classified as an offense against the person or family?
_____ yes _____no

2. a felony or misdemeanor classified as public indecency? _____yes _____no

3. a felony violation of any law intended to control the possession or distribution of any substance included as a controlled substance in the Texas Controlled Substances Act.?
_____yes _____no

Are there any criminal charges pending against you, including deferred adjudication?
_____yes _____no

If you answered yes to any of the questions above, please eplain:_____

_____

I hereby certify that the information in this application is true and accurate to the best of my knowledge, and I have not willfully misrepresented any facts. I understand that deliberate misrepresentation is grounds for termination.

Signed_____ Date_____

applicant

Sample
Job Description

Job Title: Director of School-Age Child-Care Program

Qualifications:

- Must meet qualifications for On-Site Director as outlined in "Minimum Standards for Day Care Centers"
- Must have minimum of one year's experience working in school-age child-care program
- Must have minimum of one year's experience in supervisory position
- Must have demonstrated managerial, organizational and planning abilities
- Must have excellent verbal and written communication skills

Job Responsibilities:

- Responsible for day-to-day operation of after-school program
- Supervision and evaluation of all site staff
- Ensures parents are informed of all center policies, procedures and schedules
- Plans, with staff, for program that will achieve objectives and appropriately utilize curriculum and resources
- Responsible for seeing that licensing requirements are met
- Responsible for seeing that facility is properly maintained
- Responsible for seeing that staff meets training requirements
- Plans and conducts regular staff meetings
- Communicates with staff about agency policies, procedures, requirements
- Provides on-the-job training for staff
- Other duties as directed

Supervisor: This position is supervised by the Executive Director of the agency

Conditions of employment:

- Eight Hours per day
- Twelve months per year
- School holidays, July 4 paid holidays
- Sick and vacation leave accrued one day per month
- Salaried position, with salary commensurate with experience
- Worker's Compensation, medical insurance provided
- Three month probationary period

Sample
Job Description

Job Title: Group Leader

Qualifications:

- Must be at least 18 years old
- Must have a minimum of six months child-care experience, preferably with groups of children, with school-age care a bonus
- Must understand developmental needs of school-age children
- Must have the ability to manage a group of 10 to 15 school-age children without constant supervision
- Must be able to use curriculum resources and plan appropriate activities
- Must be able to work closely with peers in a team situation

Job Responsibilities:

- Responsible for supervision of a group of school-age children in a recreation/enrichment environment
- Assists with planning activities
- Assists in set-up and clean-up of center each day, as instructed by Director
- Initiates and develops communication with parents of children in group
- Attends weekly staff meeting
- Participates in staff training as required
- Other duties as assigned

Supervisor: This position is supervised by the Director of the School-Age Child-Care Program

Conditions of Employment:

- Work hours 2:00-6:00 p.m. each school day
- Length of employment is duration of school year
- Worker's Compensation
- Hourly wage $5.00 per hour, time-and-a-half for approved overtime
- Three month probationary period

Sample

Needs Assessment Questionaire

Your answers to the following questions will help us determine whether there is a need for additional school-age child care in this community. Thank you for your help.

1. Are your children currently enrolled in child care before after schoo?
____yes ____no

If yes, how many days per week?_____

2. If your child is currently in care, would you prefer an after-school program of recreational and enrichment activities at the school facility, as opposed to your current child-care arrangement?
____yes ____no

3. If such a program were offered, either in the school facility or in another location, how much per week per child would you be willing to pay?_____

4. Would you need financial assistance (a sliding fee scale or a scholarship) in order for your child to attend? ____yes ____no

5. Please indicate which of the following would be a deciding factor in whether you would use such a program:

____cost
____transportation
____kind of activities offered
____coverage on school holidays
____other (specify)_____

_____

_____

6. What kind of activities would your child enjoy?_____

_____

_____

7. If you do not presently need such a service, do you anticipate having the need within the next five years? ____yes ____no

8. Please make suggestions or comments regarding any other issues or concerns not covered above:_____

_____

_____

9. What school does your child(ren) attend?_____
Age/grade: _____

Include your name, address and telephone number if you choose.

Sample
Start Up Budget Form

Income:

- Fund-raising events _____
- Grants _____
- Contributions, gifts _____
- Loans _____
- Other _____

Total Income: _____

Expenditures:

Personnel

- Person to plan, implement start-up _____
- Other staff _____
- Benefits _____

Contract Services if any _____

Supplies

- Program supplies _____
- Administrative supplies _____

Occupancy costs, if any

- Rent _____
- Renovation _____
- Mortgage _____
- Utilities _____

Furniture, equipment _____

Transportation costs

- Vehicle purchase/lease _____
- Mileage reimbursement _____
- Maintenance _____

License fees _____

Insurance _____

Promotion/recruitment _____

Dues/fees _____

Subscriptions _____

Other _____

Total Expenditures: _____

Sample
Operating Budget for One Fiscal Year

Income:

Fees from parents _____

registration fees
weekly/monthly tuition
activity/supply/transportation fees
late parent charges

Funding sources

United Way _____
Federal funds _____
State funds _____
Local government _____
Foundation grants _____
Contributions _____
USDA reimbursement _____
Fundraising _____
Merchandise sales _____
Investments _____
Loans _____
Other _____

Total Income: _____

Expenditures:

Personnel _____
Benefits _____
Contract services _____
Non-food supplies _____
Program _____
Administrative _____
Food, related products _____
Facility maintenance _____
Vehicle purchase/lease _____
Vehicle operation/maintenance _____
Liability insurance _____
Occupancy cost (rent, mortgage) _____
Utilities _____
Furniture _____

Office equipment purchase	_____
Office equipment maintenance	_____
Telephone system lease/purchase	_____
Telephone, monthly expense	_____
Office supplies	_____
Staff training/conferences	_____
Marketing/promotion	_____
Interest on loan	_____
Other	_____
Total Expenditures:	_____

(From "After-School Special: Solutions for Houston's Children", with some revisions)

Sample
Performance Review

Name_____Position_____

Date hired_____ Supervisor_____

Rating Scale: 1 - Always 2 - Usually 3 - Sometimes 4 - Needs improvement

GENERAL ATTITUDES

_____ Gives full attention to the job
_____ Does not take care of personal business on the job
_____ Displays respect for children and adults
_____ Looks, acts as though she/he enjoys children
_____ Respects confidentiality
_____ Willingly participates in preparation for and clean up after the program
_____ Is cooperative, pleasant with peers
_____ Is on time to work
_____ Has regular attendance
_____ Exhibits good work habits
_____ Participates in staff meetings, staff training
_____ Is able to work without constant supervision

Comments: _____

_____

JOB EFFECTIVENESS

_____ Interacts positively with children
_____ States directions and requests in positive terms
_____ Uses appropriate behavior management techniques
_____ Uses quiet, calm speaking voice
_____ Visually supervises children at all times
_____ Is able to be involved with children in play while maintaining adult role
_____ Is consistent with discipline, using techniques appropriate to the child's developmental level
_____ Consistently enforces rules and limits
_____ Takes care of problems promptly
_____ Helps keep facility neat and orderly

Comments: _____

_____

PLANNING AND IMPLEMENTATION

_____ Plans ahead for activities
_____ Plans activities appropriate for childrens' developmental abilities
_____ Shows imagination and creativity in planning
_____ Makes appropriate use of curriculum resources
_____ Is able to explain and demonstrate to children how to participate in activity
_____ Handles transitions well
_____ Provides a variety of activities with balance between quiet and active play

Comments: _____

_____

PARENT RELATIONSHIPS

_____ Greets parents pleasantly each day
_____ Displays helpful attitude
_____ Respects parents' confidentiality
_____ Provides adequate information to parents about children and about program issues

Comments: _____

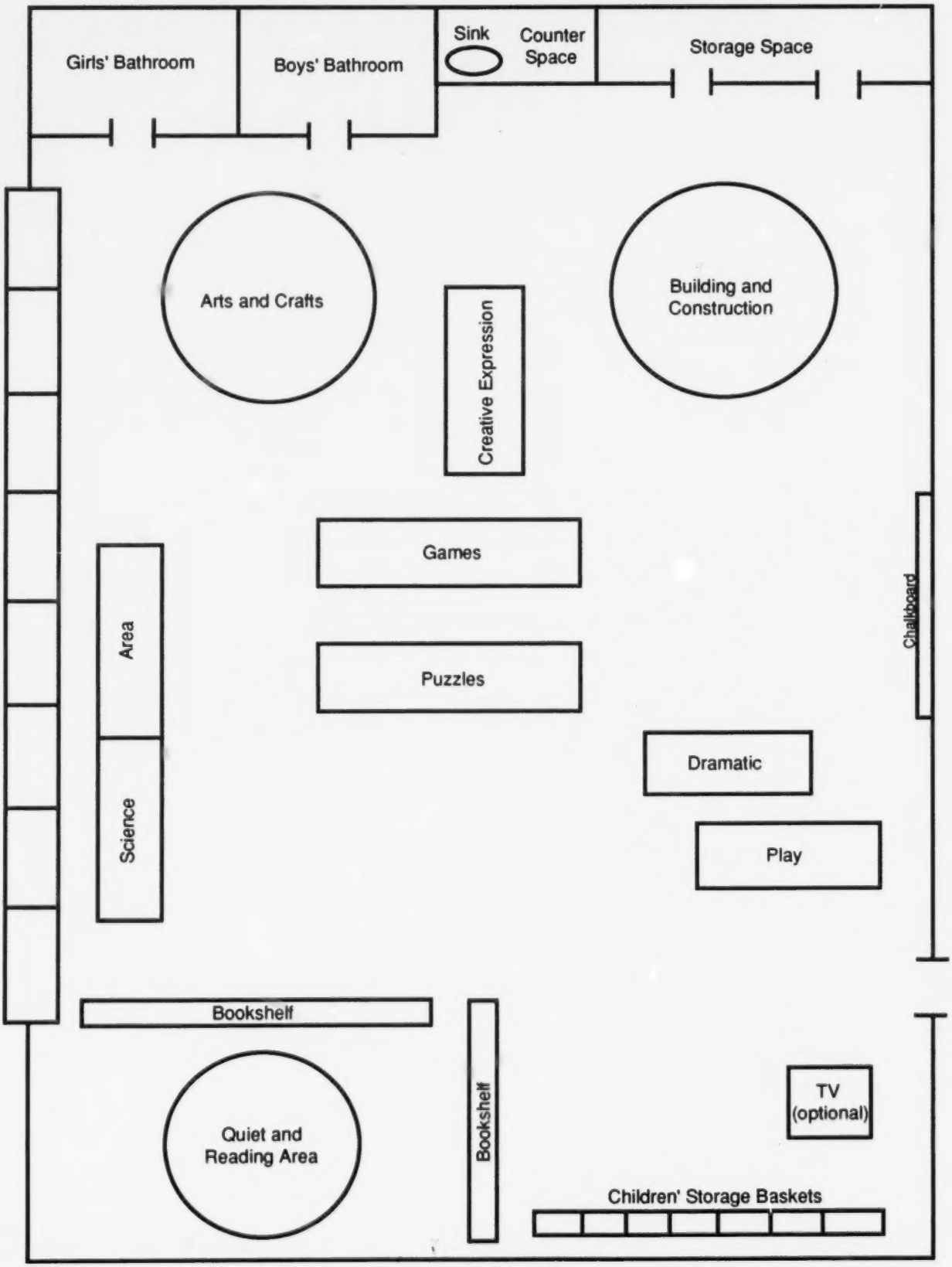
_____

Employee response:

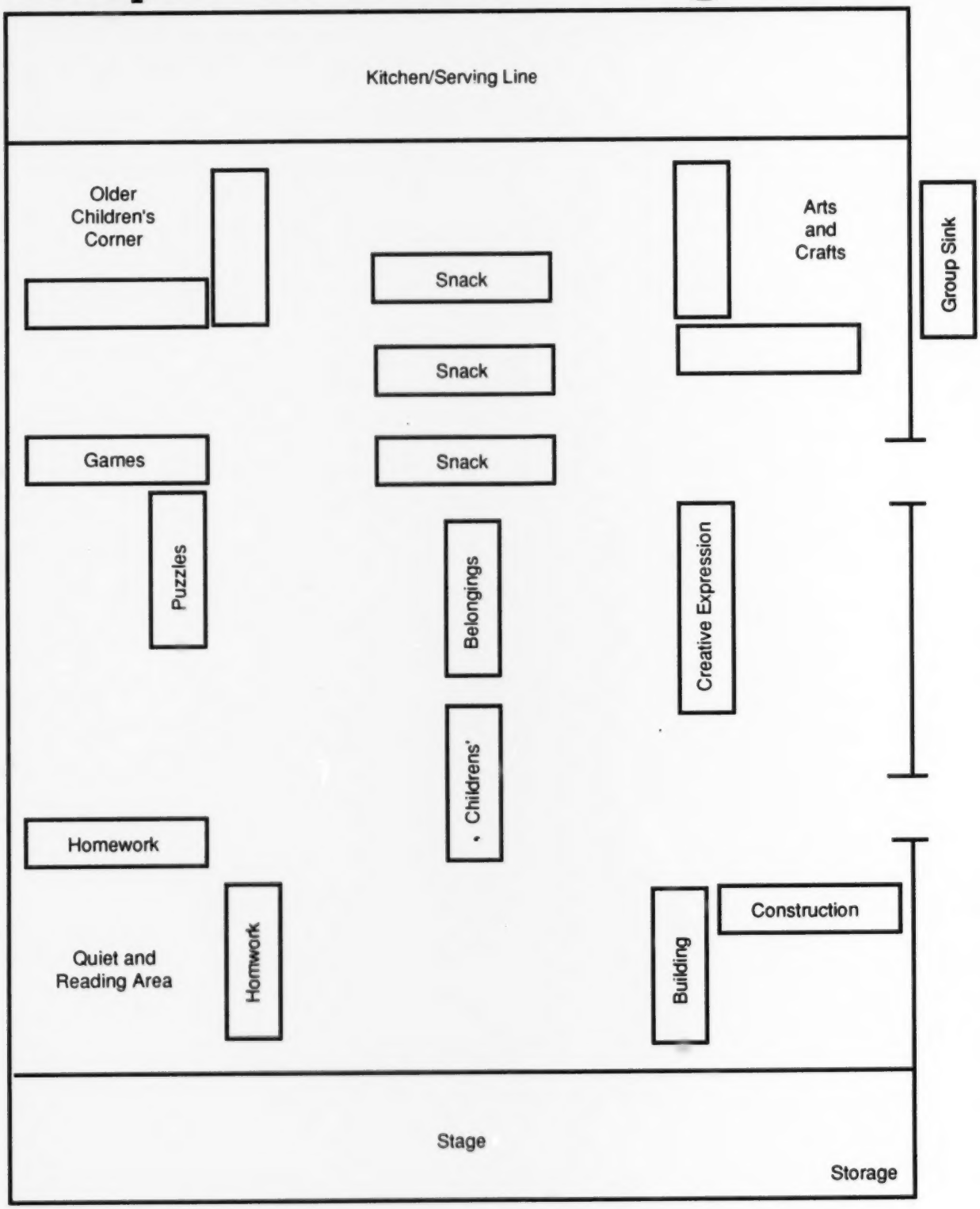
Signed:_____ Date_____
supervisor

Signed:_____ Date_____
employee

Sample Room Arrangement



Sample Cafeteria Arrangement



School-Age Child Care Information Request

If you are interested in receiving additional materials or information about funding for school-age child care, including Requests for Proposals for Dependent Care and School Child Care Services Fund grants, please complete the form below and return it to:

Corporate Child Development Fund
Attn: Nancy Baker
4029 Capital of Texas Hwy. S., Ste. 102
Austin, TX 78704-7920

_____ Please place me on the mailing list for information about funding for school-age child care, including Requests for Proposals for Dependent Care and School Child Care Services Funds.

Send information to:

Name:_____

Organization/ISD:_____

Address:_____

City:_____State:_____ZIP:_____

Phone: ( )_____

Quantity	Description	Unit Cost	Extended Cost
	Strategies for School-Age Child Care in Texas by Nancy Baker. (add $3.50 shipping/handling for first unit; each additional unit add $2.00)	$16.75	
	What Do I Do Until You Get Home? by Cynthia Patton. (add $3.50 shipping/handling for first unit; each additional unit add $2.00)	FREE	
	1991 Texas School-Age Child Care Survey (add $2.00 shipping/handling for each unit)	FREE	
	Subtotal		
	*Tax (Texas Residents add 8% sales tax per book)		
	Shipping and Handling		
	Total		

* If Tax Exempt, please provide a copy of certificate.